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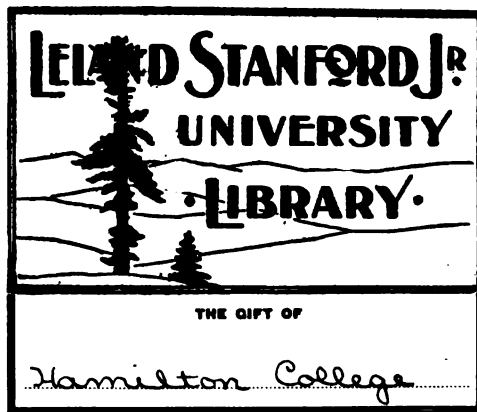
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TWENTY-SEVENTH

ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF THE

STATE OF NEW YORK.

TRANSMITTED TO THE LEGISLATURE JANUARY 5, 1881.

ALBANY:
WEED, PARSONS AND COMPANY.
1881.

THE

STATE OF NEW YORK.

No. 11.

IN ASSEMBLY,

JANUARY 5, 1881.

TWENTY-SEVENTH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
ALBANY, *January 5, 1881.* }

Hon. GEORGE H. SHARPE,

Speaker of the Assembly:

SIR — I herewith transmit to the Legislature the Twenty-seventh Annual Report of the Superintendent of Public Instruction, and the documents accompanying the same.

Very respectfully, your obedient servant,

NEIL GILMOUR.

Superintendent of Public Instruction.

72687

TWENTY-SEVENTH ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE OF NEW YORK:
DEPARTMENT OF PUBLIC INSTRUCTION, }
ALBANY, *January 5, 1881.*

To the Legislature of the State of New York :

The Superintendent of Public Instruction, in obedience to the requirements of law, respectfully submits the following

REPORT.

The general results of public education in the State during the past year are very satisfactory.

The attendance was larger than during the previous year, the character of the instruction was better, the qualifications of teachers were advanced, and the supervising officers generally were active in the discharge of their duties. I believe that the common school is preparing the children and youth of the State to become useful citizens. It teaches them self-reliance and inculcates the idea that they must gain success in life by their own efforts.

I respectfully call your attention to the educational work of the past year, and recommend that the generous support heretofore given to the common schools be continued.

SCHOOL DISTRICTS.

The number of school districts in the towns of the State, on the thirtieth of September, was:

1879	11,280
1880	11,263
Decrease	<u>17</u>

SCHOOL-HOUSES.

The number of school-houses, with their classification according to the materials of which they are constructed, was as follows, at the close of the year :

	Log.	Frame.	Brick.	Stone.	Totals.
1879.					
Cities .....	..	48	384	8	440
Towns.....	90	10,002	929	401	11,422
	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>
Totals.....	90	10,050	1,313	409	11,862
	<u>==</u>	<u>==</u>	<u>==</u>	<u>==</u>	<u>==</u>
1880.					
Cities .....	..	47	378	9	434
Towns.....	83	10,030	948	404	11,465
	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>
Totals	83	10,077	1,326	413	11,899
	<u>==</u>	<u>==</u>	<u>==</u>	<u>==</u>	<u>==</u>

Their number and classification, as reported for the years 1870 and 1880, were as follows :

Years.	Log.	Frame.	Brick.	Stone.	Totals.
1870	127	9,904	1,162	502	11,695
1880	83	10,077	1,326	413	11,899
	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>
Increase.....	...	173	164	...	204
Decrease	44	....	....	89	.....
	<u>==</u>	<u>==</u>	<u>==</u>	<u>==</u>	<u>==</u>

COST AND VALUE OF SCHOOL-HOUSES AND SITES.

The amount expended during the last ten years for school-houses, outbuildings, sites, fences, furniture and repairs, is as follows :

Years.	Cities.		Towns.		State.	
1871.....	\$692,862	79	\$901,198	14	\$1,594,060	93
1872.....	1,110,144	14	878,779	04	1,988,923	18
1873.....	1,050,926	50	943,206	39	1,994,132	89
1874.....	1,146,008	79	816,189	21	1,962,198	00
1875.....	1,126,107	23	801,359	70	1,927,466	93
1876.....	1,006,100	37	774,042	91	1,780,143	28
1877.....	774,186	56	584,217	79	1,358,404	35
1878.....	757,937	17	605,492	40	1,363,429	57
1879.....	701,769	83	528,694	38	1,230,464	21
1880.....	541,999	78	603,831	37	1,145,831	15
	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>
Totals	\$8,908,043	16	\$7,437,011	33	\$16,345,054	49
	<u>==</u>	<u>==</u>	<u>==</u>	<u>==</u>	<u>==</u>	<u>==</u>

The aggregate value of school-houses and sites in 1871, and in each successive year, is shown to be as follows:

Years.	Cities.	Towns.	State.
1871.....	\$14,606,903	\$8,861,363	\$23,468,266
1872.....	15,165,314	9,350,936	24,516,250
1873.....	16,767,026	10,429,394	27,196,420
1874.....	19,006,446	10,209,703	29,216,149
1875.....	19,385,033	10,543,593	29,928,626
1876.....	20,363,519	10,654,385	31,017,904
1877.....	19,937,978	10,448,270	30,386,248
1878.....	19,800,490	10,347,099	30,147,589
1879.....	19,895,244	10,117,335	30,012,579
1880.....	20,230,928	10,516,581	30,747,509

The average value of school-houses and sites in the towns, in the same years, was:

Years.	
1871.....	\$780 46
1872.....	823 65
1873.....	919 38
1874.....	899 05
1875.....	927 96
1876.....	935 08
1877.....	916 91
1878.....	908 19
1879.....	885 78
1880.....	917 27

The average value of school-houses and sites in the cities, for 1880, was \$46,615.04.

CHILDREN.

The whole number of children between the ages of five and twenty-one years, as reported, was:

Years.	Cities.	Towns.	State.
1879.....	792,749	835,978	1,628,727
1880.....	813,058	828,115	1,641,173

ATTENDANCE.

The number of pupils attending the public schools, some portion of the school year, was 1,031,593.

The whole number in attendance in each of the last ten years is shown in the following table:

Years.	Cities.	Towns.	State.
1871.....	411,133	616,977	1,028,110
1872.....	409,272	614,858	1,024,130
1873.....	416,063	614,716	1,030,779
1874.....	438,049	606,315	1,044,364
1875.....	445,552	613,686	1,059,238
1876.....	449,049	618,150	1,067,199
1877.....	407,343	616,372	1,023,715
1878.....	416,468	615,584	1,032,052
1879.....	422,451	607,590	1,030,041
1880.....	428,451	603,142	1,031,593

The whole number of days of attendance, for each of the last five years, was as follows :

Years.	Cities.	Towns.	State.
1876.....	45,570,515	52,595,372	98,163,887
1877.....	48,324,446	53,055,752	101,380,198
1878.....	50,567,683	55,325,417	105,893,100
1879.....	51,916,598	54,061,265	105,977,863
1880.....	51,933,883	53,997,879	105,931,762

The following statement shows the average daily attendance of pupils :

Years.	Cities.	Towns.	State.
1873.....	203,697	295,772	499,469
1874.....	215,907	299,318	515,225
1875.....	226,980	304,855	531,835
1876.....	231,412	310,198	541,610
1877.....	244,236	315,301	559,537
1878.....	252,704	324,902	577,606
1879.....	255,558	314,824	570,382
1880.....	258,351	314,738	573,089

The average time each pupil in the towns attended school was seven-teen and nine-tenths weeks ; in the cities, twenty-four and two-tenths weeks.

COUNTIES AND CITIES.	1. Number of children over 5 and under 21 years of age, for each qualified teacher.	2. Whole number of children attending school any por- tion of the year, for each qualified teacher.	3. Average daily attendance per teacher.	4. Per cent. of average daily at- tendance on whole num- ber of children between 5 and 21 years of age.	5. Per cent. of average daily attendance on whole number of children at- tending school any por- tion of the year.
Albany.....	77	53	23	29.87	44.28
City.....	154	121	40	25.97	35.57
Coboes.....	135	82	38	19.46	58.06
Allegany.....	45	33	20	44.44	52.63
Broome.....	41	35	19	46.34	54.28
Binghamton.....	83	53	37	44.57	71.15
Cattaraugus.....	50	36	21	42.00	55.24
Cayuga.....	46	38	20	43.47	52.63
Auburn.....	96	47	35	37.39	74.46
Chautauqua.....	48	25	22	45.83	62.85
Chemung.....	49	41	20	40.81	48.80
Elmira.....	80	55	39	46.25	70.90
Chenango.....	35	28	17	48.67	60.71
Clinton.....	62	45	22	36.45	48.88
Columbia.....	61	44	21	34.42	47.72
Hudson.....	141	55	34	24.30	61.61
Cortland.....	40	32	17	43.50	53.12
Delaware.....	37	31	18	43.21	51.61
Dutchess.....	74	45	23	31.06	51.11
Poughkeepsie.....	100	63	34	34.00	53.96
Erle.....	73	46	22	30.13	47.82
Buffalo.....	127	55	32	35.19	58.18
Essex.....	54	39	20	37.63	51.28
Franklin.....	54	41	20	37.63	48.78
Fulton.....	64	46	25	39.06	54.94
Genesee.....	64	44	23	35.93	52.27
Greene.....	52	38	20	38.46	52.63
Hamilton.....	36	28	12	33.33	48.85
Herkimer.....	52	39	21	40.38	53.84
Jefferson.....	42	34	18	42.85	52.94
Watertown.....	66	46	28	39.06	60.86
Kings.....	126	68	36	26.46	52.02
Brooklyn.....	137	73	40	29.12	54.79
Lewis.....	46	38	17	36.95	51.61
Livingston.....	57	40	21	36.85	52.50
Madison.....	45	37	19	42.22	51.35
Monroe.....	68	47	24	35.29	51.06
Rochester.....	148	51	35	23.65	68.62
Montgomery.....	82	56	26	31.70	46.42
New York.....	126	71	43	34.12	60.56
Niagara.....	70	48	25	35.71	52.06
Lockport.....	98	60	35	38.70	60.00
Oneida.....	55	40	21	38.18	52.52
Utica.....	117	54	37	31.62	68.51
Onondaga.....	55	44	24	43.63	54.54
Syracuse.....	102	51	40	36.21	78.43
Ontario.....	57	43	24	42.10	55.81
Orange.....	78	55	28	35.89	50.90
Newburgh.....	71	63	41	36.93	65.07
Orleans.....	58	44	23	41.07	52.27
Oswego.....	50	41	22	44.00	53.85
City.....	129	60	43	36.93	70.00
Otsego.....	41	34	19	46.34	55.88
Putnam.....	61	46	23	37.70	50.00
Queens.....	109	63	32	29.35	50.79
Long Island City.....	113	75	45	39.82	60.00
Rensselaer.....	78	48	25	32.05	52.08
Troy.....	125	59	38	30.40	64.40
Richmond.....	140	74	37	26.42	50.00
Rockland.....	93	61	29	31.18	47.54
St. Lawrence.....	47	26	19	40.42	52.77
Ogdensburg.....	130	67	35	26.92	52.23

COUNTIES AND CITIES.	1.	2.	3.	4.	5.
	Number of children over 5 and under 21 years of age, for each qualified teacher.	Whole number of children attending school any portion of the year, for each qualified teacher.	Average daily attendance per teacher.	Per cent. of average daily attendance on whole number of children between 5 and 21 years of age.	Per cent. of average daily attendance on whole number of children attending school any portion of the year.
Saratoga.....	56	41	21	37.50	51.21
Schenectady.....	53	38	18	33.96	47.36
City.....	112	57	30	34.82	63.12
Schoharie.....	46	37	18	38.13	48.64
Schuyler.....	42	35	19	45.23	54.23
Seneca.....	63	45	23	37.00	51.11
Steuben.....	51	40	22	43.13	55.00
Suffolk.....	74	52	28	37.83	53.84
Sullivan.....	62	44	21	33.87	45.05
Tioga.....	49	41	22	44.89	53.05
Tompkins.....	47	38	23	48.93	60.52
Ulster.....	59	60	28	31.46	46.06
Warren.....	54	37	17	31.48	45.94
Washington.....	49	40	21	42.55	52.50
Wayne.....	56	43	22	39.28	51.16
Westchester.....	86	54	27	28.42	50.00
Wyoming.....	46	37	20	43.47	54.05
Yates.....	48	30	21	47.91	53.84
Towns.....	58	42	22	37.83	52.88
Cities.....	123	67	40	32.52	59.70
State.....	79	49	28	35.44	57.14

SCHOOL TERMS.

The average length of school terms in the cities was forty and five-tenths weeks; in the whole State, thirty-five and seven-tenths weeks.

The following table shows the average length of time the schools were in session, in the towns, for each of the ten years mentioned:

Years.	Weeks.
1871.....	32.4
1872.....	32.4
1873.....	32.4
1874.....	32.4
1875.....	32.4
1876.....	32.4
1877.....	33.1
1878.....	33.5
1879.....	33.5
1880.....	33.5

INSTRUCTION.

The number of pupils instructed in the several common schools, normal schools, academies, colleges and private schools, during the year, was as follows:

Common schools.....	7,031,593
Normal schools.....	5,753
Academies	30,909
Colleges	3,641
Private schools.....	108,567
Law schools.....	653
Medical schools.....	2,579
Total.....	<u>1,183,695</u>

TEACHERS.

The whole number of teachers employed in the common schools was:

Years.	Males.	Females.	Totals.
1879.....	8,164	22,505	30,669
1880.....	<u>7,992</u>	<u>22,738</u>	<u>30,730</u>

The number reported as "employed at the same time for twenty-eight weeks or more," in each of the last five years, is given in the following table:

Years.	Cities.	Towns.	State.
1876.....	5,648	13,694	19,342
1877.....	5,890	13,848	19,738
1878.....	5,988	13,960	19,948
1879.....	6,194	14,103	20,297
1880.....	<u>6,358</u>	<u>14,239</u>	<u>20,597</u>

During a period of thirteen years there has been an increase each year in the number of teachers employed for the full legal term of school. This exhibit is an evidence of an increasing interest in educational work, and is an encouragement to those desiring to engage in the profession of teaching.

TEACHERS' LICENSES.

The following statement shows by whom the teachers employed in the schools were licensed:

	Normal Schools.	Supt. Pub. Inst.	Local Officers.	Totals.
1879.				
Cities.....	355	418	6,255	7,028
Towns.....	<u>536</u>	<u>710</u>	<u>22,395</u>	<u>23,641</u>
Totals.....	<u>891</u>	<u>1,128</u>	<u>28,650</u>	<u>30,669</u>
1880.				
Cities.....	354	402	6,400	7,156
Towns.....	<u>714</u>	<u>681</u>	<u>22,179</u>	<u>23,574</u>
Totals.....	<u>1,068</u>	<u>1,083</u>	<u>28,579</u>	<u>30,730</u>

TEACHERS' WAGES.

The amount expended for teachers' wages was:

Years.	Cities.	Towns.	State.
1873	\$3,693,641 64	\$3,721,539 75	\$7,415,181 3
1874	3,880,536 24	3,720,982 49	7,601,518 7
1875	4,071,500 23	3,778,167 15	7,849,667 3
1876	3,220,033 27	3,745,771 24	7,965,804 5
1877	4,292,195 98	3,623,437 53	7,915,633 5
1878	4,240,294 30	3,516,550 01	7,756,844 3
1879	4,226,050 50	3,374,341 50	7,600,392 0
1880	4,296,887 89	3,342,033 99	7,638,921 8

The average annual salary for each teacher, calculated from the foregoing statement, was:

Years.	Cities.	Towns.	State.
1873.....	\$747 70	\$278 66	\$405 3
1874.....	741 26	278 38	408 5
1875.....	734 26	279 28	411 5
1876.....	740 09	273 73	411 8
1877.....	728 73	261 66	401 0
1878.....	708 13	251 90	388 8
1879.....	682 28	239 26	374 4
1880	675 82	234 70	369 5

The average weekly wages was:

Years.	Cities.	Towns.	State.
1875	\$18 04	\$8 51	\$11 7
1876	18 13	8 45	11 7
1877	17 43	7 90	11 2
1878 ..	17 27	7 52	10 8
1879	16 60	7 14	10 4
1880	16 68	7 00	10 3

DISTRICT QUOTA.

The "district quota" is determined annually, on or before the 20th of January, by dividing the aggregate amount apportioned for that purpose by the number of teachers employed during the previous year, in the several districts, for the prescribed legal term of twenty-eight weeks.

The amount paid as a "district quota" was:

Years.	
1876.....	\$50 1
1877.....	50 8
1878.....	52 1
1879.....	48 4
1880.....	47 6
1881.....	46 8

SUMMARY.

The following is a summary of the statistical reports for the year ending September 30, 1880. For a detailed statement, by counties, see table No. 4, in the appendix.

	Cities.	Towns.	State.
Number of districts.....		11,263	11,263
Number of teachers employed at the same time for twenty-eight weeks or more.....	6,358	14,239	20,597
Number of children between 5 and 21 years of age.....	813,058	828,115	1,641,173
Number of male teachers employed.....	618	7,374	7,992
Number of female teachers employed.....	6,358	16,300	22,738
Number of children attending the common schools.....	428,451	603,142	1,031,593
Average daily attendance.....	258,361	314,738	573,099
Number of visitations by school commissioners.....		18,815	18,815
Number of volumes in district libraries.....	162,339	573,314	735,653
Number of log school-houses.....		83	83
Number of frame school-houses.....	47	10,030	10,077
Number of brick school-houses.....	378	948	1,326
Number of stone school-houses.....	9	404	413
Whole number of school-houses.....	434	11,465	11,899

PUBLIC MONEYS.

The following table shows the receipts and payments on account of the Common School Fund during the year :

Receipts.

Balance in the treasury October 1, 1879.....	\$474 29
Interest on bonds for lands.....	11,451 47
Interest on bonds for loans.....	10,851 46
Interest on loan of 1840.....	3,081 53
Interest on U. S. stock.....	22,250 00
Dividends on Manhattan Company stock.....	3,500 00
Rent of land.....	174 00
Interest on money in the treasury.....	130,541 12
District Columbia bonds.....	1,825 00
	<hr/>
	\$184,148 87
Amount transferred from U. S. Deposit Fund.....	165,000 00
	<hr/>
	\$349,148 87

Payments.

Dividends to common schools.....	\$245,400 00
School commissioners' salaries.....	89,586 43
Indian schools.....	4,969 41
Premium on stock purchased.....	25,000 00
	<hr/>
	\$364,955 84
Deficiency September 30, 1880.....	15,806 97
	<hr/>
	\$349,148 87

FREE SCHOOL FUND.

The following table shows the receipts and payments on account of the State School tax during the year:

Receipts.

Balance on hand October 1, 1879	\$249,258 04
Proceeds of tax.....	2,913,148 14
Interest on deposits.....	2,911 22
On account of back tax from Westchester county....	3,964 46
	<hr/>
	\$3,169,281 86

Payments.

Regular apportionment to counties.....	\$2,745,777 20
Supplementary apportionment.....	1,423 28
Normal school at Albany.....	18,002 89
Normal school at Brockport.....	17,154 17
Normal school at Buffalo.....	17,598 81
Normal school at Cortland.....	18,712 61
Normal school at Fredonia.....	18,005 59
Normal school at Geneseo.....	18,050 56
Normal school at Oswego.....	18,128 57
Normal school at Potsdam.....	17,871 87
Indian schools.....	3,031 27
Teachers' Institutes ..	15,125 86
Fees of county treasurers.....	1,550 78
Transfer, per chapter 272, Laws of 1879.....	17,107 00
Balance on hand September 30, 1880.....	241,741 40
	<hr/>
	\$3,169,281 86

It is suggested that hereafter the salaries of school commissioners be made payable from this fund, instead of from the United States Deposit Fund, as at present. The revenues derived from the latter fund are not nearly as great as they were some years ago, and are inadequate to meet the appropriations which have heretofore been made. Should the appropriations for the salaries of school commissioners be made from the Free School Fund, I recommend that the State school tax be made at least one and one-eighth mills upon the dollar.

STATEMENT OF ALL SCHOOL MONEYS RECEIVED AND APPORTIONED.

The State School moneys for the fiscal year ending September 30, 1881, are to be derived from the following sources:

From the Common School Fund.....	\$170,000 00
From the United States Deposit Fund.....	165,000 00
From the State School Tax.....	2,750,000 00
	<hr/>
	\$3,085,000 00

The apportionment has been made, as required by law, and is as follows:

For salaries of school commissioners.....	\$89,600 00
For supervision in cities and villages	41,400 00
For libraries.....	50,000 00
For contingent fund, including \$81.82 for separate neighborhoods	1,457 69
For Indian schools.....	8,389 35
For district quotas.....	966,884 32
For pupil and average attendance quotas.....	1,932,768 64
	<u>\$3,085,000 00</u>

The following table is a summary of the financial reports relating to common schools, for the year ending September 30, 1880. For a detailed statement by counties, see appendix, table No. 5.

RECEIPTS.	Cities.	Towns.	State.
Amount on hand October 1, 1879.....	\$659,183 72	\$319,342 17	\$978,525 29
Apportionment of public moneys.....	1,240,454 44	1,758,324 58	2,798,779 02
Proceeds of gospel and school land.....	1,903 14	32,863 45	34,826 59
Raised by tax	4,841,409 07	2,284,582 87	6,925,991 94
Estimated value of teachers' board.....		123,771 87	123,771 87
From all other sources.....	115,101 25	213,892 20	328,993 45
Totals	\$6,658,111 02	\$4,732,777 14	\$11,390,888 16
PAYMENTS.			
For teachers' wages.....	\$4,296,887 89	\$3,342,033 99	\$7,638,921 88
For libraries.....	13,910 63	16,487 88	30,398 51
For school apparatus.....	165,231 42	30,845 55	196,076 97
For colored schools.....	41,321 96	7,156 36	48,483 32
For school-houses, sites, etc.....	541,999 78	603,831 37	1,145,831 15
For all other incidental expenses.....	823,651 39	413,893 41	1,236,944 80
Forfeited in hands of supervisors.....		321 63	321 63
Amount on hand September 30, 1880.....	775,205 65	318,704 95	1,093,910 60
Totals	\$6,658,111 02	\$4,732,777 14	\$11,390,888 16

By deducting from the totals, under the head of payments, the sums remaining on hand September 30, 1880, it appears that the actual expense of maintaining the common schools during the year, was as follows:

In the cities.....	\$5,882,905 07
In the towns	4,414,072 19
Total.....	<u>\$10,296,977 26</u>
Corresponding total for 1879.....	10,348,918 08
Decrease	<u>\$51,940 82</u>

The total expenditures for the maintenance of our public schools in each year, from 1850 to the present time, is shown in the following table :

1850.....	\$1,607,684 85
1851.....	1,884,826 16
1852.....	2,249,814 02
1853.....	2,469,248 52
1854.....	2,666,609 36
1855.....	3,544,587 62
1856.. ..	3,323,049 98
1857.....	3,792,948 79
1858.....	*2,500,000 00
1859.....	3,664,617 57
1860.....	3,744,246 95
1861.....	3,841,270 81
1862.....	3,955,664 33
1863.....	3,859,159 21
1864.....	4,549,870 66
1865.....	5,735,460 24
1866.....	6,632,935 94
1867.....	7,683,201 22
1868.....	9,040,942 02
1869.....	9,886,786 29
1870.....	9,905,514 22
1871.....	9,607,903 81
1872.....	10,416,588 00
1873.....	10,946,007 21
1874.....	11,088,981 70
1875.....	11,459,353 43
1876.....	11,439,038 78
1877.....	10,976,234 45
1878.....	10,626,505 69
1879.....	10,348,918 08
1880.....	10,296,977 26
<hr/>	
Total.....	\$203,744,947 17

The following table shows the entire amount expended during the year for the maintenance of public educational interests, not including appropriations made to orphan asylums and other public charities in which instruction is given :

For the wages of common school teachers.....	\$7,638,921 88
For district libraries.....	30,398 51
For school apparatus.....	196,076 97
For colored schools.....	48,482 32
For buildings, sites, furniture, repairs, etc.....	1,145,831 15
For other expenses incident to the support of common schools.....	1,236,944 80
State appropriation for the support of academies...	43,182 81

* Estimated.

State appropriation for teachers' classes in academies,	\$27,832 00
For teachers' institutes.....	15,125 86
For normal schools.....	164,885 93
For Cornell University	27,600 00
For Elmira Female College.....	3,500 00
For Indian schools	8,000 68
For salaries of school commissioners.....	89,586 43
For Department of Public Instruction	20,434 77
For Regents of the University	9,067 98
Total	\$10,705,872 09
Corresponding total for 1879	10,792,373 44
Decrease ..	\$86,501 35

DISTRICT LIBRARIES.

Nearly all the school commissioners of the State are of the opinion that the district libraries are no longer of any moment in our system of education ; that they have passed their days of usefulness. Various suggestions are made for the apportionment of the library money ; some recommend that it be used for payment of teachers' wages, others that it should still be distributed for library purposes, and that the districts should be required to raise a certain amount in addition to that given by the State. Still others recommend that the district libraries be consolidated and form a town library, and some recommend that the money be used for the purchase of apparatus. In former reports I have advanced the idea that some legislation should be had on this subject, if the library money is still to be apportioned among the districts of the State.

I do not believe that much good results from the apportionment of library money as now made. The district libraries are, in many instances, used up, and are of no practical value whatever. The money apportioned for their support should be devoted to the purchase of school apparatus, or else the libraries in each town should be consolidated, a town library be established, and a town tax be required to be levied for its support.

TEACHERS' INSTITUTES.

Under the provisions of the general school law, it is the duty of every school commissioner, at least annually, to organize in his own district, or in concert with the other commissioners in his county to organize in and for the combined districts, a teachers' institute, and to secure the attendance of all the teachers thereat, if possible. Under this provision of law a teachers' institute is not held in a commissioner district unless such district comprises the whole county. It has been

the practice, for a number of years, to have county teachers' institutes, because it is believed that generally better results are secured at a much less expense than if institutes were held in each commissioner district. The school commissioners cheerfully comply with this provision of law, and usually the institute is regarded as productive of much good in creating enthusiasm and giving teachers new ideas in their work, which many of them reduce to practice in the school-room.

The act relating to institutes does not apply to the county of New York, and the territory of Hamilton county is so situated that all the teachers thereof can be better accommodated in adjoining county teachers' institutes than at any place in their own county. Institutes were held in fifty-eight counties during the year, and in twenty counties there was a second session. An institute was as usual organized for the benefit of the teachers on the Allegany and Cattaraugus Indian Reservations. The length of a session is one week. Whilst one week is not long enough to do all that ought to be done in an institute, experience has shown that it is as long as the majority of teachers will attend. The attendance at the institutes last year was larger than during any previous year; the number of teachers in attendance was 15,404. The total expense of the institutes was \$15,618.50, or a little more than \$1.01 *per capita*. The character of the instruction was good; some of the conductors have made enviable reputations as thorough, earnest, and good workers in this field. I have been able, with the aid of the school commissioners, to distribute the institutes through a greater portion of the year than heretofore; by this means I have succeeded in giving more constant employment to the instructors than formerly, some of whom are giving their entire time and attention to this work.

Teachers' institutes have become so important an element of the educational system of the State, that a corps of instructors should be employed in the same manner as are the teachers in a normal school; the normal school and the teachers' institute do work of the same kind, the object of both being the training and preparation of teachers to enter the school room and do effective work.

There can be no question but that the institutes have grown steadily in favor with commissioners, teachers and the public. They are also largely attended by those who are not teachers, and great interest in the exercises is manifested. The commissioners are unanimous in the expression of opinion that the institutes held last year were the best they have had, and I am myself thoroughly convinced that they are of far greater value now than they were a few years ago. In great part this improvement is due to the faithful and intelligent

labors of the instructors, but credit is also due to the commissioners, who, in nearly every instance, have co-operated heartily with the instructors and the Department. Of course the training which teachers receive in the institutes cannot be so thorough and complete as that of a normal school, but while only a small portion of the teachers can avail themselves of the privileges afforded by the normal schools, the institutes are brought within the reach of all. That they are constantly growing in popularity is not, therefore, cause for surprise.

For further information in reference to institutes you are respectfully referred to the following table and to the table in the appendix:

TEACHERS' INSTITUTES.

COMPARATIVE SUMMARY for the ten years ending December 31, 1880.

YEARS.	Number of coun- ties.	Number of insti- tutes.	Number of teach- ers in attend- ance.	Average number of teachers per county.	Average number of teachers in institutes where held.	Per cent. of at- tendance on the whole number of teachers in counties where institutes are held.	Amount paid by the State.	Average expense per county.	Average expense per teacher.
1871.....	57	58	10,413	183	180	80.0	\$17,177 12	\$301 35	\$1 05
1872.....	54	55	8,653	161	158	71.4	15,724 48	291 19	1 81
1873.....	55	55	9,864	179	179	80.0	14,880 79	271 47	1 51
1874.....	58	58	11,478	198	198	72.2	16,319 38	281 36	1 42
1875.....	58	58	10,933	188	188	67.0	16,207 80	279 44	1 48
1876.....	58	59	10,901	189	187	66.0	13,119 78	240 20	1 19
1877.....	58	59	11,862	205	201	70.4	13,019 84	224 48	1 09
1878.....	58	73	13,354	230	182	78.1	14,698 01	253 41	1 10
1879.....	58	78	14,569	251	186	84.2	14,829 22	255 67	1 01
1880.....	58	79	15,404	265	195	87.8	15,618 60	269 28	1 01

INDIAN SCHOOLS.

The following is a statement of the receipts and payments on account of Indian schools during the fiscal year:

Receipts.

Balance on hand October 1, 1879	\$139 80
Appropriation, chapter 148, Laws of 1879.....	5,000 00
Apportionment from Free School Fund.....	3,413 09
Total.....	<u>\$8,552 89</u>

Payments.

Allegany and Cattaraugus reservations.....	\$4,232 75
Oneida and Madison reservations.....	355 92
Onondaga reservation.....	344 91
St. Regis reservation.....	941 58
Shinnecock and Poospatuck reservations.....	681 06
Tonawanda reservation.....	839 27
Tuscarora reservation.....	521 40
Expenses of visitation.....	83 79
Balance on hand September 30, 1880, regular appropriation and apportionment.....	471 07
Balance of special appropriation, lapsed.....	81 14
Total.....	<u>\$8,552 89</u>

The number of children of school age, residing upon the reservations, is 1,590, of which number 1,164 attended school some portion of the year. The average daily attendance upon all the schools was 625.

The appropriation made by the Legislature from the income of the Common School Fund, for the support of Indian schools, is not sufficient. Since it was fixed at the rate of \$5,000 a year three new schools have been established, and if they are all to be maintained, an appropriation of \$6,000 for their support would not be too much. The usual reports of local superintendents of Indian schools will be found among the documents accompanying this report.

SCHOOLS FOR THE DEAF AND DUMB.

Thirteen hundred and thirty-five pupils were instructed in the several institutions for the deaf and dumb under the supervision of this Department during the year, an increase of forty-seven over the year 1878-9. They were apportioned among the several institutions as follows:

New York Institution (Washington Heights).....	553
New York Institution (Broadway).....	119
Buffalo Institution.....	130
Rome Institution.....	168
Rochester Institution.....	131
Fordham Institution.....	234

These institutions have been visited by me personally, or by authorized agents of the Department during the year, and all of them have been found in a healthy condition in every respect, except that in one or two instances they were somewhat cramped for lack of funds.

The law seems to leave me no discretion in the matter of making appointments of persons of suitable age when application is made in due form, but the question has been raised whether the State is liable for the maintenance of a greater number than is provided for in the appropriation bill. Of course the State intends to furnish equal facilities for the education of all deaf and dumb children of suitable age within her borders, and I respectfully recommend, therefore, that the appropriations be made sufficiently large to insure the admission of all who apply in the manner prescribed by law.

The State pupils in the several institutions last year numbered 640; the county pupils, 479; the New Jersey State pupils, 117; and 99 were supported by parents, guardians or friends.

Interesting reports from the managers of the several deaf and dumb institutions will be found in the appendix.

NEW YORK INSTITUTION FOR THE BLIND.

The number of pupils in the New York Institution for the Blind at the beginning of the school year was 200. During the year thirty-two were admitted, making the whole number under instruction 232. Twenty-nine were dismissed, leaving 203 in the institution on the 30th of September, 1880.

There has been no change in the course of instruction. The sanitary condition of the institution has not been excelled by that of any other, either in the State or country.

Detailed information will be found in the appendix.

NAUTICAL SCHOOL.

The report of the Chamber of Commerce of the State of New York, in reference to the annual examination of the Nautical School of the Port of New York, is printed in the appendix. The attention of the Legislature is respectfully called to this interesting document.

EDUCATIONAL MEETINGS.

During the past year an unusual number of meetings of teachers was held in the State of New York.

The University Convocation held its seventeenth annual meeting in the Assembly chamber, beginning on the 13th day of July, 1880, and continuing three days.

The New York State Teachers' Association met at Canandaigua and was in session three days.

The convention of school commissioners and city superintendents was held at Utica during the month of December.

The usual educational papers were read and discussed, and the sessions were profitable and interesting.

In addition to these regular gatherings of New York teachers, the Ohio State Teachers' Association and the National Association of Teachers held their conventions at Chautauqua Lake, while the American Institute of Instruction convened at Saratoga. A cordial welcome was given to these associations by New York teachers.

There are also many voluntary associations in the various counties, which give aid and pleasure to those who attend them. These gatherings are productive of good. The teachers come together, compare notes, and receive from each other new ideas, many of which are reduced to practice in the school-room. When it is remembered that in the various counties teachers' institutes are held at least annually, and in some counties twice a year, it will be seen that the teachers of the State have unusual facilities for comparison of views, and many teachers avail themselves of the means thus given to advance themselves in their profession.

Hon. Erastus C. Benedict, a Regent of the University for a quarter of a century, and for three years the Chancellor of the board, died in October last. During his long and active career he was prominently identified with educational work, and by his death the cause lost a warm advocate.

Dr. Samuel B. Woolworth, for over a quarter of a century the secretary of the board, and, for a brief period its honorary secretary, died in June last. In early life and until he was elected secretary of the board, he had been an active and successful teacher. His labors in this field will long be remembered by those engaged in teaching and by the public.

It is remarkable that the long service of these persons in connection with the board began and ended almost at the same time, and that both attained the ripe age of four score years.

TEACHERS' CLASSES IN ACADEMIES.

Under the provisions of chapter 425, Laws of 1877, the Regents of the University are authorized to appoint academies and academical departments of union schools in the several counties of the State to give instruction "in the science and practice of common-school teaching." The annual appropriation for this work has been made from the United States Deposit Fund. For several years past, the income of this fund has been insufficient to meet the appropriations made from it; and the Comptroller has recently given notice to the Regents that, after allowing apportionments for instruction given during the last winter and spring terms, he must withhold payments until further action by the Legislature. Under these circumstances, the Regents have decided that until the requisite fund is provided, no appointments to give such instruction can legally be made. The attention of the Legislature is earnestly called to this subject, and I heartily recommend that adequate and sure provision be made for the maintenance of these classes.

SUPERVISION.

The school commissioners, with few exceptions, have worked diligently and faithfully, and some of the results of their labors are briefly summed up elsewhere. To the great majority of them my thanks are due for earnest and hearty coöperation in the work in which we are engaged, and for prompt compliance with such instructions as have been issued from the Department from time to time. A competent man, who devotes his whole time to the work, and who faithfully discharges the multifarious and important duties of the office, deserves a salary greater than is now provided by law for the office of school commissioner.

As heretofore recommended, I still believe that qualifications for school commissioners should be required. In this opinion I am sustained by many of the best commissioners who think that it would be well to require that a candidate for this office should either be "the holder of a State certificate, or be a graduate of a normal school or higher institution of learning, besides having had several years' successful experience in teaching" as recommended in my last report. I respectfully ask your consideration to this suggestion.

TOWNSHIP SYSTEM.

The township system still continues to be discussed, and I believe the weight of opinion of teachers and school officers is favorable to the establishment of the same.

But, as written in my last report, I am aware of the "unwisdom of making sudden, radical changes in our educational system."

I therefore renew the recommendation heretofore made that "the Legislature pass an act conferring upon the legal voters in towns the right to change from the school district system to the township system, and thus gradually bring about so desirable a result, in the event that it is deemed unwise to adopt at once the township system."

In any event there can be no doubt, as elsewhere intimated, that there should be a town board of education for the employment of teachers, and to this I ask your careful consideration.

STATE CERTIFICATES.

Examinations of applicants for State certificates were held during the past year at Albany, Binghamton, Brooklyn, Buffalo, Elmira, Plattsburgh, Syracuse and Watertown, commencing July 27. The examination at Albany was conducted by Prof. J. L. Bothwell and Supt. Chas. W. Cole; at Binghamton, by Profs. James Johonnot and George L. Farnham; at Brooklyn, by Prof. John Kennedy and Supt. Thomas W. Field; at Buffalo, by Prof. R. E. Post; at Elmira, by Prof. Francis P. Lantry and Supt. M. M. Merrell; at Plattsburgh, by Prof. C. T. Barnes and Supt. John E. Myer; at Syracuse, by Prof. Charles T. Pooler and Supt. Edward Smith, and at Watertown, by Prof. Henry C. Northam and Supt. Fred Seymour.

Forty-seven candidates presented themselves for examination, of which number twenty were successful in passing and were recommended to the Department as proper persons to hold State certificates, which were accordingly issued.

The act of 1875, providing that State certificates should be granted only upon examination, and not as formerly on recommendation, has challenged the admiration and favorable commendation of prominent educators and others interested in the cause of education. It was a step in the right direction, and many teachers are now preparing themselves to pass the required examination, so as to reach the goal of their ambition as teachers. The general criticism on the plan and on the examinations themselves has been favorable, and good results have already been obtained therefrom, and are still confidently expected.

The circular and reports of the examining committees are published in the appendix.

WOMEN AS VOTERS AND SCHOOL OFFICERS.

Under the provisions of chapter 9, Laws of 1880, women are authorized to vote at school meetings and to serve as school officers. This was a departure in the State of New York from the old system, but one

which I believe will prove advantageous to the interests of education. Although new in this State, it had been tested elsewhere with good results.

Where, under the provisions of the law referred to, women voted and were elected to school offices, the results have been beneficial, and, I believe, are generally so regarded. Women are at least as much interested in their children as men, and in the home circle are brought more into contact with them and into closer personal relations. This same interest by women increases with the growth of the child, and through all his school days he is jealously guarded by the mother or sister. The man is absent from home more than the woman, and she does far more to form in the child those habits which go with him through life than any man can. It is idle to say that men can take better care of the children than women; there are many more women than men engaged in teaching in the State, and it is eminently proper that women should be permitted to be voters at school meetings and to hold school offices.

I believe this to be a step in the right direction. The law called forth much criticism, but I believe very little that was adverse. Discussion has been had on the question as to what women are entitled to vote and hold offices under this law, which reads as follows:

“No person shall be deemed to be ineligible to serve as any school officer, or to vote at any school meeting, by reason of sex, who has the other qualifications now required by law.”

My own opinion is that the Legislature did not go as far as was its intention, nor as far as I had hoped it would. Prior to the passage of this law there were three distinct classes of voters at school meetings, viz.:

1. Male residents of the district in which the vote is offered, of the age of twenty-one years or upwards, entitled to hold lands in the State who either own or hire real estate in the district liable to taxation for school purposes.

2. Residents of the district who are legal voters at town meetings, and who own personal property exceeding fifty dollars in value, exclusive of such as is exempt from execution, which property must be liable to taxation for school purposes in the district.

3. Residents of the district who are legal voters at town meetings, and who have residing with them a child or children of school age, some one or more of whom shall have attended the school of the district for a period of at least eight weeks within the year preceding the time at which the vote is offered.

When I was asked to interpret the law, a careful perusal brought me to the conclusion that women coming within the terms of the first

subdivision were legal voters at school meetings, and entitled to hold school offices.

But it will be noticed that under the second and third subdivisions, one of the qualifications is that the person offering to vote at school meetings must be entitled to vote at town meetings, and have one of the additional qualifications stated in these two subdivisions. Now, inasmuch as no woman is authorized by law to vote at town meeting, I came to the conclusion that only those women embraced in the first subdivision are legal voters at school meetings, and as such are authorized to hold school offices, because another section of the general school law provides that only legal voters at school meetings are qualified to hold school offices. The correctness of this construction of the law has been questioned. Desiring to be as liberal as possible in the construction of this act, and not claiming to be infallible, I determined not to set aside the proceedings of any school meeting where the result was affected by the votes of those women who under my construction of the act were not entitled to vote, but to hold valid all such proceedings until there should be some judicial construction of the question, or until the Legislature should pass an amendatory act so plain in its terms that there could be no misunderstanding as to what was intended. I have acted in this manner and have held as valid the proceedings of meetings where the result was claimed to have been affected in the manner described.

Aside from the question of voting by women, there has always been difficulty with the law in reference to voters.

For instance, it is the law that the person entitled to vote at town meetings, and who owns personal property exceeding fifty dollars in value, exclusive of such as is exempt from execution *liable* to taxation for school purposes in the district, is a legal voter at school district meetings.

By this provision the evident intention of the Legislature, to limit voting at school meetings to those persons having a pecuniary interest in the school, is largely defeated. From the evidence submitted in the matter of appeals, and from letters received by the Department, I am convinced that much of the illegal voting at school meetings is done by persons claiming qualification under this personal property clause. If the Legislature desires to continue the present restriction of the law, and have the intention of the law carried out, only such persons should be allowed to vote on the personal property qualification as are actually assessed for personal property on the last preceding town assessment roll.

Under this provision it is not necessary that a person should actually

be taxed for fifty dollars, but simply that he be *liable* to be taxed therefor on personal property in order to constitute him a voter.

Again, if it should be held that the true construction would allow women to vote on the ground of having a child or children of school age living with them, who had attended school at least eight weeks during the year preceding, without being a voter at town meetings, in many cases it would happen that husbands would vote on the very same ground, and thus both husband and wife vote for the same reason.

I therefore recommend that the qualifications of legal voters at school meetings be definitely determined by the Legislature, that the same rights be extended to women as to men, and that suffrage at school meetings be made as broad as in the judgment of the Legislature may seem wise.

NORMAL SCHOOLS.

I have, in former reports to the Legislature, expressed very fully my views on the advantages of normal schools in a system of education. That teachers should be thoroughly prepared for their work is evident and generally admitted; that the normal school is an important factor in the preparation of those who are to teach in the public schools there can be no doubt. I recommend that the usual appropriations for the maintenance of the State Normal Schools be made. That they are State and not local institutions I have always believed, and maintained. Objection has sometimes been urged to them that they are local, and the recent action of the local board of the State Normal and Training School at Cortland gives some little weight to this objection, although it is only temporary and in its nature can only be so.

The school commissioners in their reports to me have very generally commended the work of the normal schools, although many of them express regret that a larger number of graduates do not become teachers of common schools. I have no doubt that many more would find their way into the common schools if adequate wages were paid.

Under the provisions of chapter 466, Laws of 1866, the Governor, the Lieutenant-Governor, the Secretary of State, the Comptroller, the State Treasurer, the Attorney-General and the Superintendent of Public Instruction, were constituted a commission to receive proposals in regard to the establishment of normal and training schools for the education and discipline of teachers for the common schools of this State. After defining the duties and powers of the commission, and under what circumstances their powers ceased, the act further provides that "thereupon the Superintendent of Public Instruction shall appoint a local board, con-

sisting of not less than three persons, who shall respectively hold their offices until removed by the concurrent action of the Chancellor of the University and the Superintendent of Public Instruction, and who shall have the immediate supervision and management of such school, subject, however, to his general supervision and to his direction in all things pertaining to the school." * * * "It shall be the duty of such board to make and establish, and from time to time to alter and amend such rules and regulations for the government of such schools under their charge respectively, as they shall deem best, which shall be subject to the approval of the Superintendent of Public Instruction. They shall also severally transmit through him, and subject to his approval, a report to the Legislature on the first day of January in each year, showing the condition of the school under their charge during the year next preceding, and which report shall be in such form, and contain such an account of their acts and doings, as the Superintendent shall direct, including, especially, an account in detail of their receipts and expenditures." * * * "It shall be the duty of the local board, subject to the approval of the Superintendent of Public Instruction, to prescribe the course of study to be pursued in each of said schools. It shall be the duty of the Superintendent of Public Instruction to determine what number of teachers shall be employed in each school, and their wages, whose employment shall also be subject to his approval; to order, in his discretion, that one or more of said schools shall be composed exclusively of males, and one or more of females; to decide upon the number of pupils to be admitted to each of said schools, and to prescribe the time and manner of their selection, but he shall take care in such selection to provide that every part of the State shall have its proportionate representation in such schools, as near as may be, according to population; but if any school commissioner district, or any city, shall not, for any cause, be fully represented in either of said schools, then the Superintendent of Public Instruction may cause the maximum number of such pupils to be supplied from any part of the State, giving preference, however, to those living in the county, city or village where such school is situated." * * *

It is also provided, in chapter 18, Laws of 1869, among other things, that "during such time as any local board shall omit to discharge its duties, the said Superintendent (of Public Instruction) is authorized to discharge the duties of such local boards or any of its officers; and the acts of said Superintendent in the premises shall be as valid and binding as if done by a competent local board or its officers, or with their co-operation."

Section 3, chapter 567, Laws of 1875, among other things, provides as follows :

"He (the Superintendent of Public Instruction) shall also have general supervision over the State normal schools at Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego and Potsdam, and over any other State normal schools which may hereafter be established."

I have quoted thus fully from the laws relating to normal schools to show both the spirit and the letter thereof. That it was the intention of the Legislature to make the normal schools State institutions, and not local schools, is evident. It is clear from the law that the Legislature intended to hold the Superintendent of Public Instruction, and not the local boards, responsible for the management of the normal schools ; and because the Superintendent of Public Instruction could not possibly be at all the normal schools all the time, or at the same time, the act gave him the authority to appoint local boards at the various schools to represent him and carry out his policy, as indicated by that part of the act quoted which reads, " who (the local boards) shall have the immediate supervision and management of such school, subject, however, to his (the Superintendent of Public Instruction) general supervision and to his direction in all things pertaining to the school."

The act quoted gives the Superintendent of Public Instruction control over the teachers in the normal schools in two distinct clauses: First, in the general clause which reads, " Who (local boards) shall have the immediate supervision and management of such school, subject, however, to his (Superintendent of Public Instruction) general supervision and to his direction in all things pertaining to the school," and secondly, in the particular clause which is as follows: " It shall be the duty of the Superintendent of Public Instruction to determine what number of teachers shall be employed in each school, and their wages, whose employment shall also be subject to his approval."

It is too plain a proposition to need any argument that the Legislature intended to give, and did give to the Superintendent of Public Instruction the entire discretion and power as to the employment of teachers in these schools, and that a teacher could be employed in a normal school only so long as the Superintendent gave his approval to such employment ; and whenever such approval should be withdrawn, then the engagement of such teacher by the State should terminate.

Exercising a discretion vested in me by the normal school act, and believing that the best interests, not only of the Cortland Normal School, but of all the normal schools and of public education in the State would be subserved by a change in the principalship of that institution, on the 28th day of June, 1880, I requested Dr. James H.

Hoose to tender his resignation as principal of the normal and training school at Cortland, to take effect at the end of the school year; at the same time I notified Norman Chamberlain, Esq., secretary of the local board, that I had made such request.

The local board thereupon adopted a resolution requesting the Superintendent of Public Instruction to inform the board what charges, if any, had been made against Dr. Hoose.

On the 6th day of July I answered in substance that no formal charges against Dr. Hoose had been presented to me; that the request for his resignation was the result of personal observation for several years, and a firmly settled conviction that the best interests of the cause of education, and especially of the normal schools in this State, would be advanced by the retirement of Dr. Hoose from the principalship of the Cortland Normal School. I neither asked nor desired the local board to share the responsibility with me, and with all due respect to the local board I submitted that in my official acts as Superintendent of Public Instruction I was not amenable to it, nor to the members thereof.

To my request for his resignation Dr. Hoose responded at length on the 8th day of July, declining to comply therewith. On July 12th I sent to Dr. Hoose a letter, of which the following is a copy:

STATE OF NEW YORK,
DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, ALBANY, July 12, 1880.

Dr. James H. Hoose, Cortland Village, N. Y.:

SIR—Your resignation as Principal of the Normal and Training School at Cortland not having been tendered in accordance with the terms of my request of the 28th ultimo, I have this day notified the local board of the withdrawal of my approval of your employment as principal of said school, thus terminating your connection with said school.

Your obedient servant,

NEIL GILMOUR,
Superintendent.

My approval of the employment of Dr. Hoose as principal had been given July 5th, 1877.

At the time I wrote to Dr. Hoose I also notified the secretary of the local board of my action in the premises, in the following communication:

STATE OF NEW YORK,
DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, ALBANY, July 12, 1880.

Norman Chamberlain, Esq., Secretary, etc., Cortland Village, N. Y.:

SIR—The resignation of Dr. James H. Hoose as principal of the Normal and Training School at Cortland, not having been tendered

as requested in my communication of the 28th ultimo, I hereby withdraw my approval of his employment in said school, and direct that he be no longer employed therein, and that the local board at their earliest convenience recommend some competent person as principal in his place. I inclose copy of an opinion which I have this day received from the Attorney-General in answer to a communication which I addressed to him on the 10th inst., and referred to in the Attorney-General's letter, which I submit for the information of the board.

Your obedient servant,

NEIL GILMOUR,

Superintendent.

The following is the opinion of the Attorney-General referred to in the foregoing letter written to the secretary of the local board, which opinion was given in answer to a communication sent by me to that officer:

STATE OF NEW YORK,
OFFICE OF THE ATTORNEY-GENERAL, }
ALBANY, July 12, 1880.

Hon. Neil Gilmour, Superintendent Public Instruction:

DEAR SIR—Your communication of the 10th inst. is at hand, in which you call attention to chapter 466, Laws of 1866, entitled "An act in regard to Normal Schools," and request an opinion as to whether under the provisions of said act you, as Superintendent of Public Instruction, have the power to withdraw your approval of the employment of any teacher in the normal schools, and thus terminate the engagement between the teacher and the State.

Upon examination of the statute referred to, I am very clearly of the opinion that you have the right, whenever in your judgment a proper regard for the good conduct and efficiency of the school requires it, to withdraw your approval of the employment of a teacher and upon such withdrawal any further engagement of such teacher without the approval of the Superintendent would be in contravention of the letter and spirit of the statute. It was the manifest intention of the act of 1866, referred to, to place and keep the normal schools provided for therein under the immediate and constant supervising control and direction of the Superintendent of Public Instruction. A construction which would continue a teacher, whose employment was originally approved by the Superintendent, in the position of teacher for an indefinite number of years, against the dissent of the Superintendent, would frustrate the evident and beneficent objects of the statute.

Very respectfully, yours,

HAMILTON WARD,

Attorney-General.

I had declined to give reasons for requesting the resignation of Dr. Hoose, as principal of the Cortland Normal School, for, had he complied with my request and tendered his resignation, it would have been

unnecessary to have given publicly any reasons whatever. But, when, because he refused to resign, it became necessary to remove Dr. Hoose from the principalship, I addressed to the secretary of the local board the following letter, giving the reasons for the action which I had taken :

STATE OF NEW YORK,
DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, ALBANY, July 13, 1880.

Norman Chamberlain, Esq., Secretary, etc., Cortland Village, N. Y. :

SIR — Acting in behalf of what I have deemed the best interests of the affairs committed to my oversight and supervision as Superintendent of Public Instruction of this State, I have in a communication addressed to you as Secretary of the local board of the State Normal and Training School at Cortland, under date of the 12th inst., withdrawn my approval of the employment of Dr. James H. Hoose as Principal of that school, thus terminating his connection with it. I have also directed the local board to recommend at their earliest convenience some suitable person to take the place vacated by Dr. Hoose.

This action was not taken by me, as you will recollect, until after Dr. Hoose had been notified that his resignation, if sent in at a day named in the communication of June 28th, and after the close of the school year, would be accepted. He has not seen fit to forward his resignation, although several days have elapsed since the time named for its receipt in the communication above alluded to,—hence the action subsequently taken by me.

In order to relieve the local board from any embarrassment in the matter, I notified them, through you, on the 6th instant, that no formal charges against Dr. Hoose which they would be required to consider, had been preferred, and that I was acting in the matter upon my own responsibility,—a responsibility which I neither asked, desired nor expected the local board to share with me. I further informed them, through you, that I did not consider myself amenable to them for my official acts, and that I did not intend to have them try the case of Dr. Hoose. Inasmuch as the law requires the approval of the Superintendent of Public Instruction to the employment of all the teachers in the State Normal schools, directs him to determine the number to be employed and to fix the wages of each one ; and, inasmuch, also, as the law further directs that the local board of each normal school shall be subject to the general supervision of the Superintendent of Public Instruction, and to his direction in all things pertaining to the school, it seemed to me, especially in view of the fact that a majority of the members of your board were understood to be opposed to requesting, on their own responsibility, Dr. Hoose to resign, it would be better for me to make the request directly, and thereafter, upon my own responsibility, take such action as might seem necessary.

This line of policy I have adhered to. Had Dr. Hoose resigned within the time limited in my communications to him and the local board under date of the 28th ultimo, I would probably have said nothing further about his case ; he would simply have been dropped from the roll of teachers, for reasons which need not necessarily have been

made public. But inasmuch as Dr. Hoose did not see fit to resign, and as I have been compelled to cause his removal; and inasmuch as the local board seem to be desirous of understanding the precise reasons which have led me to sever his connection with the school with which he has been associated for some years, I proceed to name some of them.

In the first place I believe Dr. Hoose to be incompetent for such a position as that which he has held for some years past. He possesses a certain degree of executive ability, but he is not fit to go into the class-room and conduct classes, much less to criticise the work done in the class-rooms. When Prof. Hoose was taken from the Brockport Normal School, where he was an assistant teacher, to be made principal of the normal school in your village, it was with great reluctance, as I am credibly informed, that my predecessor in office, Hon. Abram B. Weaver, was induced to approve of his employment, and this solely because he lacked faith in the proposed appointee. In what I assert respecting Dr. Hoose's incompetency for the position which he has held, I am borne out by a majority of those most prominently connected with normal instruction in this State, by numerous other prominent gentlemen having our educational interests at heart, and by the testimony of competent judges who have watched his work, as well as some who have worked and studied under him. I may also remark in this connection that the annual reports which Dr. Hoose has submitted to this Department have been loose and disjointed in style, frequently almost incoherent or otherwise unintelligible, and that it has always been necessary to correct them in matters of language, grammar and punctuation, before permitting them to go to the printer. I believe Dr. Hoose to be extremely vague and indefinite in expression and illustration, and unhappy both in manner and matter in his talks with, and lectures to those who are to become teachers in our public schools. Neither his language, nor the manner employed by him to enforce ideas upon the minds of pupils is such as ought to be employed in giving instruction in the methods of teaching in our common schools. It is not diluted argument or incomprehensible logic that the students in the normal school need, or are profited by, but rather practical instruction in methods, in the branches in which they in turn are expected to give instruction and in the ordinary and orderly practices of school government and discipline.

Secondly, I do not think Dr. Hoose has been efficient or attentive to his duties as the principal of a normal school should be. There are classes, and even departments, in the Cortland Normal School which I am informed he seldom visits, and other classes that he visits scarcely oftener than once during the course of a year. Indeed, I understand that he has not pretended to supervise the work in the normal department at all. Work in class and school has been left almost entirely to the assistant teachers, with scarcely any supervision or oversight on the part of the principal himself. As illustrative of the supervision and oversight which Dr. Hoose has exercised in the management of the school, I may state that some time ago, when Prof. Wright, one of the then prominent teachers connected with the school, was requested to resign and Dr. Hoose's opinion was asked as to Prof. Wright's competency, he stated that he knew nothing about the mat-

ter except what he had heard from students; that he himself could not answer whether Prof. Wright was efficient or not.

Occupying an elaborate and commodious suite of apartments as his "office," his time, when not employed outside has been largely spent there instead of in the school rooms, and has been much devoted to work of no immediate, and probably very little remote interest to our system of public education, and certainly very little to either the immediate, or the remote interests of the Cortland Normal School. In the third place, he has been frequently absent from his school during term time, for the ostensible purpose of "lecturing" before educational bodies, procuring situations for graduates from the school, or for lecturing before societies not connected in any way with school interests. It is true that he, in common with other normal school principals, was authorized by me to lecture before teachers' institutes whenever called upon by the commissioners having charge thereof, if at the time of such call he could leave without neglecting his legitimate duties in the school.

These opportunities to lecture have been so frequently sought by correspondence and otherwise, as to lead me to believe that he has been more anxious to appear before outside bodies than to make himself thoroughly acquainted with the methods of instruction being pursued in his own school, and the methods and qualifications of the teachers employed in it. One of the lectures to which I have referred above, delivered not many months ago, was thus characterized by a prominent daily newspaper, published in the city of Utica, the *Utica Herald*, which, in criticising his lecture, delivered in January last, before the Utica Teachers' Association, said: "To say the lecture, if it could be called such, was utterly incoherent, is not enough. It was illogical, inaccurate, and often unintelligible. The speaker is much given to what he calls throwing out thought, assuming apparently that it is always worth something, and will be eagerly seized by an expectant audience. His lecture was a jumble and an excellent commentary on normal schools." Again, I believe Dr. Hoose to be self-sufficient, arrogant in his dealing with those under him, tyrannical in his bearing toward those who do not comply with all his whims and idiosyncrasies. He never has learned the art of blending firmness and moderation, or of tempering one with the other.

It has long been evident to me that cordial relations, such as should exist, could not be maintained between the Cortland Normal School and this Department, as long as Dr. Hoose was principal of the one and I was at the head of the other.

I pass by without notice, and indeed as unworthy of notice, affronts and insults which I have received from the late principal of the normal school in your village; but as head of this Department—a Department which was instrumental in establishing a normal school in your village, which has always faithfully and loyally stood by it and other normal schools of the State, no matter by whom they were attacked—I do remember that for years past Dr. Hoose has been, in season and out of season, the avowed and pronounced enemy of this Department, and that he has labored with all his strength for its abolition. I find no fault with any man for entertaining opinions of his own, or for expressing them with the utmost freedom within the bounds of pro-

priety; but I fail to see wherein it became necessary for a normal school principal, unasked by his local board, or by the Department which had commissioned him as a teacher, to obtrude his personal opinions upon educational bodies or the Legislature, in an endeavor to strike down the hands that had upheld him and the institution of which he was the local head. It is desirable, yes, it is necessary, I believe, to the welfare and success of our public educational institutions, that a reasonable degree of harmony should exist between them and the Department in which the State has lodged general supervisory powers. That proper degree of harmony, good feeling, and mutual confidence, as you will readily observe by what I have written above, cannot exist between the Cortland Normal School and this Department, until some other person shall have been selected for principal of the school. It has been alleged that I hold a personal grudge against Dr. Hoose because he is said to have been opposed to my re-election as Superintendent of Public Instruction, and that I have endeavored to take "revenge" upon him on account of such opposition. That is not so. Indeed, the best refutation of the charge is to be found in the remarks addressed to those present at the recent alumni dinner by Dr. Hoose himself, when speaking of the request for his resignation, that day received, he remarked that he had been expecting such action for the last three years.

Dr. Hoose's alleged opposition to my re-election has had nothing whatever to do with his retirement. I postponed action for months, not knowing but that some other person might be elected in my place to whom I should have transferred the responsibility of dealing with Dr. Hoose.

I again, after re-election, postponed action until the close of the school year, in order that the affairs of the school might not be thrown into disorder. I acted at last only when action seemed to me absolutely necessary. Having been re-elected Superintendent of Public Instruction for another term of three years, it is my desire to co-operate most heartily with those in charge of our State normal and training schools, to have the best understanding with them, and to do whatever lies in my power to forward their interests, believing, as I have frequently stated in my official reports to the Legislature, that these schools are valuable auxiliaries in our general work of public instruction. It would be neither right nor fair for the local board of any school, even if such board had the legal power, to request me to co-operate with a man in whose capacity as a teacher in, or manager of an important educational institution I have no confidence whatever. I cannot think that the local board of the Cortland Normal School, after having carefully considered this matter, will ask me to place myself in any such position.

These are the main reasons for my action. I have passed over many local complaints in reference to the indifference of Dr. Hoose to local interests in Cortland, and have taken no notice whatever of some other matters to which my attention has been drawn, and which, had I not determined that the Doctor's connection with the school must be severed, I might have found it necessary to investigate. Neither have I alluded in this communication to the fact that there are great differences of opinion as to the value of the services of Dr. Hoose in the

local board of which you are the honored secretary, in the faculty of the school, and among the people of your village. These are matters of which I assume the members of the board must themselves be cognizant. Trusting that I have sufficiently explained the reasons for the action which I have taken, I remain,

Your obedient servant,

NEIL GILMOUR,

Superintendent.

The local board thereafter, and on the 16th day of July, at a meeting duly held, adopted the following resolution by a majority vote:

“Resolved, That this board do not concur with the Superintendent of Public Instruction in the removal of Dr. J. H. Hoose, as principal of the normal school.”

I received from Col. James C. Carmichael and Mr. James S. Squires, two members of the local board, minority reports warmly approving of my action in withdrawing my approval of the employment of Dr. Hoose as principal of the school, and stating, in substance, that the interests of the school demanded that his connection therewith should cease.

The local board having neglected and refused to recommend some other person as principal of the school in place of Dr. Hoose, as directed by me in my communication of July 12 to the secretary of the local board, I, exercising a power vested in me by chapter 18, Laws of 1869, referred to above, appointed and employed Prof. James M. Cassety, vice-principal of the Fredonia Normal School, as acting principal of the Cortland Normal School, and directed him to proceed to Cortland and assume his duties as such acting principal, and communicated the fact of such appointment to Prof. Cassety, and to the local board of the Cortland Normal School, in the following letters:

STATE OF NEW YORK,
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, ALBANY, *August 4, 1880.* }

Prof. J. M. Cassety, Fredonia, N.Y.:

SIR — The local board of the State Normal and Training School at Cortland having neglected their duty under the law, by refusing to recommend some suitable person as principal of the school, in place of Dr. James H. Hoose, whose connection with the school has been severed by the withdrawal of my approval of his employment, I have this day, exercising the authority vested in me under the provisions of chapter 18, Laws of 1869, appointed you acting principal of said school, at a salary of \$2,500 per annum, this appointment to remain in force during the pleasure of the Superintendent of Public Instruction. You will assume your duties as principal of the school at once, and at such time as you may deem necessary make a demand upon the local board, or upon the late principal, for such books, papers and doc-

uments, as have been, or should be, in the possession of the principal of the school. Should your demand for such books, papers and documents be refused, you will notify me of the fact at once. I have this day notified each member of the faculty of your appointment as acting principal, and directed them to obey all your lawful instructions as such principal.

Your obedient servant,

NEIL GILMOUR,

Superintendent.

STATE OF NEW YORK,
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, ALBANY, *August 4, 1880.* }

Norman Chamberlain, Esq., Secretary, etc., Cortland Village, N. Y.:

SIR—Your communication of the fifteenth ultimo, in which you state that the local board of the State Normal and Training School at Cortland decline to comply with my instructions, given under date of the twelfth ultimo, to recommend some competent person for principal of the school in place of Dr. James H. Hoose, was duly received. Inasmuch as I have withdrawn my approval of the employment of Dr. Hoose, thus, in my own judgment, and in the opinion of the Attorney-General, severing his connection with the school, it became the plain duty of the board to recommend some person to fill the vacancy.

I beg to call attention to the provisions of chapter 18, Laws of 1869, and to the opinion of the Attorney-General thereon, a copy of which opinion is inclosed herewith.

In pursuance of the authority vested in me by the provisions of the act above cited, I have appointed Prof. J. M. Cassety, of Fredonia, acting principal of the State Normal and Training School at Cortland, and have fixed his salary at the rate of \$2,500 per annum; this appointment to remain in force during the pleasure of the Superintendent of Public Instruction. I have notified Prof. J. M. Cassety, and the members of the faculty of the Cortland Normal School of this appointment.

Your obedient servant,

NEIL GILMOUR,

Superintendent.

The following is the opinion of the Attorney-General, referred to in the foregoing letter to the secretary of the local board, which opinion was given in answer to a communication sent by me to that officer:

STATE OF NEW YORK,
OFFICE OF THE ATTORNEY-GENERAL, }

ALBANY, *July 30, 1880.*

Hon. Neil Gilmour, Superintendent Public Instruction:

SIR—Your communication of the 23d instant, in which you ask whether, under the facts therein stated and the law applicable to the case, you have the authority to act in place of the local board and to appoint a principal for the State Normal and Training School at Cort-

land, without further consultation with, or reference to the local board of said school, is received.

That you had full power and authority to withdraw your approval of the employment of the late principal of that school I have no doubt, and upon that question I would respectfully refer you to my communication of the 12th inst. addressed to you; and that the office of principal of said school is vacant, you having withdrawn your approval of the appointment, I am equally clear in my opinion.

The office of principal of said school being vacant, it is clearly the duty of the local board to recommend the employment of some suitable and proper person for the position, said employment to be subject to your approval in accordance with the provisions of chapter 466 of the Laws of 1866.

The local board has not only omitted to comply with your request and discharge its duty by making this recommendation, but, by their communication of the 15th inst., addressed to you, absolutely refuse to discharge the duty imposed by statute.

The local board having thus omitted and refused to discharge its duties in this respect, I am of the opinion that in pursuance of the powers conferred upon the Superintendent of Public Instruction by chapter 18, Laws of 1869, you have full power and authority to discharge the duty of the local board in this matter, and make the appointment of a principal for said school without any further consultation with, or reference to said board.

It is clearly the intention of the statutes that the normal schools of this State should be under the direct supervision and direction of the Superintendent of Public Instruction, and that the local boards thereof should in all things act in accordance with his directions and subject to his approval; and in a case like this, where a local board not only omits to discharge an important duty but absolutely refuses to comply with a direction of the Superintendent of Public Instruction, and assume to act independently of, and in defiance to his direction or approval, I am of the opinion that the Superintendent not only has the authority, but that it becomes his duty to act in place of, and without reference to such local board.

Yours, respectfully,

HAMILTON WARD,

Attorney-General.

At the same time I sent to each member of the faculty, viz.: Prof. T. B. Stowell, Prof. F. S. Capen, Prof. J. M. Milne, Prof. S. J. Sornberger, and Misses Martha Roe, M. F. Hendrick, C. E. Booth, Elizabeth Rase, E. E. Cole and Sarah A. Saunders, and Mrs. L. T. Corlew and Mrs. E. P. Halbert, a letter of which the following is a copy:

STATE OF NEW YORK,
DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, ALBANY, August 4, 1880. }

To ———, Cortland Village, N. Y.:

The local board of the State Normal and Training School at Cortland having refused, as directed by me, to recommend any person as

principal of the school in place of Dr. James H. Hoose, whose connection with the school has been severed by the withdrawal of my approval of his employment, I have this day, in pursuance of the authority vested in me by chapter 18, Laws of 1869, appointed Prof. James M. Cassety, acting principal of said school. You will report to him as principal at the proper time and obey such lawful instructions as he may give you.

Your obedient servant,

NEIL GILMOUR,

Superintendent.

Prof. Cassety, in pursuance of my directions, proceeded to Cortland, and on or about the seventh day of August, 1880, called upon the local board and presented to them his letter of appointment as acting principal, and requested the board to permit him to assume his duties as such principal at the opening of the school at the beginning of the fall term, to commence on or about September 1st, 1880.

The local board declined to permit him to assume his duties as such principal, and at a meeting of the board, passed the following preamble and resolution:

WHEREAS, The Superintendent of Public Instruction in his letter of August 4th, 1880, has notified this board that he has appointed Prof. J. M. Cassety, of Fredonia, acting principal of the Cortland Normal School, and

WHEREAS, Dr. James H. Hoose was heretofore duly appointed principal of the school by the local board with the concurrence of the Superintendent of Public Instruction, to hold his place during the pleasure of the local board and said Superintendent, and

WHEREAS, Dr. Hoose has never resigned his position, nor been removed therefrom, and is now filling the position of principal; therefore,

Resolved, That this board does not concur with the Superintendent in his attempted removal of Dr. Hoose, and respectfully declines to recognize Prof. J. M. Cassety as acting principal of this school for the reasons set forth in the above preamble.

I afterwards addressed to Prof. Cassety the following letter:

STATE OF NEW YORK,
DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, ALBANY, Aug. 23, 1880.

Prof. J. M. CASSETY:

DEAR SIR— You will proceed at once to Cortland village and enter upon the discharge of your duties as acting principal of the State Normal and Training School at that place. Should you be unable, owing to the hostility of the local board, or from any other cause, to obtain access to the building, or possession of such books, papers and documents as should be in the hands of the principal, you will establish a temporary office at some convenient place in the village, and cause public notice of the location of such office to be given. See at

once as many members of the faculty as possible, explain the situation to them fully and cause it to be distinctly understood that my approval of the employment of any teacher who resists lawful authority and refuses to report to you will be promptly withdrawn.

Present yourself at the school at the time of opening, show or explain your appointment, and thereafter govern your conduct by your own judgment, reporting to me at once all facts of importance.

Your obedient servant,

NEIL GILMOUR,

Superintendent.

Thereafter and on or about the first day of September, on the day of the opening of the fall term of the normal school, Prof. James M. Cassety was in attendance at the school building of the normal school in Cortland, ready and willing to assume and enter upon the duties of such acting principal teacher of the school, and tendered his services as such to the local board. The local board, who were then in possession of the school building, refused to recognize him as such teacher and prevented him from assuming and entering upon his duties as such acting principal of the school. But the local board recognized Dr. Hoose as principal of the school and permitted him to enter upon the duties of that position.

In answer to a telegram sent to me by Prof. Cassety, I sent the following:

ALBANY, Aug. 31 1880.

Prof. J. M. CASSETY, *Acting Principal, Cortland, N. Y.:*

If you are not permitted to act as principal, direct all teachers to withdraw until further instructions. I will cause the removal of every teacher who reports to any body but you as principal, or who acts under any other person as principal. Send me the names.

NEIL GILMOUR,

Superintendent.

Prof. Cassety sent to me the following report of the proceedings had at the time of the opening of the school:

STATE NORMAL SCHOOL,
ACTING PRINCIPAL'S OFFICE, 13 MESSENGER HOUSE, }
CORTLAND, Sept. 1, 1880.

Hon. NEIL GILMOUR, *Superintendent of Public Instruction, Albany, N. Y.:*

SIR—In obedience to the directions contained in your letter of instructions to me, dated August 23, 1880, I proceeded at once to Cortland Village for the purpose of entering upon my duties as acting principal of the Cortland Normal School.

Upon my arrival in Cortland, finding myself not recognized as act-

ing principal by the local board and being denied access to the principal's office in the school building, I at once established a temporary office in the Messenger House and caused public notice of the location of the same to be given. In the office I have contrived to transact business pertaining to the principal's duties until the present time.

I obtained interviews with as many members of the faculty as possible and explained to them all the information I possessed relating to the present difficulties in the Cortland Normal School, which I thought would be of service to them in enabling them to determine what their duty is in the premises.

At the opening of the school, Sept. 1, 1880, I presented myself at the school building and met the local board assembled in the principal's office. The halls and offices were filled with students and people who were walking about. Dr. Hoose was present in one of the office rooms. Printed notices, a copy of which I inclose herewith, were distributed among the students by Profs. Stowell and Sornberger.

At a quarter to 9 o'clock, Dr. F. Hyde, president of the local board, announced that the school was about to open under the direction of Dr. Hoose as principal. I immediately arose, and addressing the president of the local board, stated that I had been sent by the Superintendent of Public Instruction to open the school as its acting principal, and I held an appointment from the said Superintendent, and that I desired a hearing. I also asked that the chapel should be opened as a more suitable place for the assemblage. The president declined to allow the chapel to be opened, but gave me permission to address the assemblage in the halls and offices. The faculty were at once notified by me that I had a communication to make and arranged themselves in hearing distance.

I then explained my purpose and read my letters of appointment and instructions from the Superintendent of Public Instruction. After the reading was finished, demand was made by me upon the local board for all books, papers and documents that should be in the hands of the principal. The local board through its president declined to accede to this demand.

To my demand that I should be allowed to perform my duties as acting principal refusal was also given. I then asked the direct question, "Am I to be obstructed in the performance of my duties by the local board?" and the president of the board replied, "We will allow you to perform no duties in the school."

Finding it impossible to obtain any recognition as acting principal from the local board, and not being able to obtain the books, papers, and documents belonging to the principal, and finding myself denied access to the most important room in the building, I, in accordance with the instructions contained in your telegram of Aug. 31, directed all teachers to withdraw from the building.

This order was obeyed by the following teachers: Frank S. Capen, James M. Milne, Martha Roe, Mary F. Hendrick, Clara E. Booth and Lottio T. Corlew.

The following teachers did not obey this order, and as I am informed, reported to Dr. Hoose and remained: Thomas B. Stowell, Samuel J. Sornberger, Emily P. Halbert, Elizabeth Rase, Emily E. Cole. and Sarah A. Saunders.

I excused the teachers who withdrew with me and asked them to be in readiness for further instructions.

To-day demand was made upon me by a resolution of the local board for all recommendations which are in my hands for appointment of students to the Cortland Normal School. I refused to deliver such recommendations to the local board. A copy of the resolution and my reply are inclosed herewith.

In conclusion, I beg to say, that I believe that I have made every reasonable effort, under my instructions, to enter upon my duties as acting principal. I now await your further instructions.

Yours, respectfully,

JAMES M. CASSETY,

Acting Principal, Cortland Normal School.

The following are the documents referred to by Prof. Cassety in his report :

At a meeting of the local board of the Cortland Normal and Training School, held at the parlor of said school, the following resolution was adopted:

Resolved, That the president and secretary of this board be a committee to wait upon Prof. J. M. Cassety of the Fredonia Normal School, and ascertain if any certificates are in his hands entitling the parties named in such certificates to admission as pupils in this school, and to request him to deliver the same to this board.

NORMAN CHAMBERLAIN,

Secretary.

STATE NORMAL SCHOOL,

ACTING PRINCIPAL'S OFFICE,

CORTLAND, Sept. 1, 1880. }

NORMAN CHAMBERLAIN, Esq., *Secretary* :

DEAR SIR — I hereby acknowledge the receipt of a copy of a resolution by the local board of the Cortland Normal and Training School asking if any certificates are in my hands, etc.

In reply to the resolution I will state that I do hold several certificates of that kind, but I decline to deliver them to the local board.

Very respectfully,

JAMES M. CASSETY,

Acting Principal.

On the 2d day of September, 1880, I sent to each member of the faculty who had refused to obey the instructions of the Department, and who refused to obey the lawful orders of Prof. James M. Cassety, the acting principal, a letter of which the following is a copy :

STATE OF NEW YORK,

DEPARTMENT OF PUBLIC INSTRUCTION,

SUPERINTENDENT'S OFFICE, ALBANY, Sept. 2, 1880. }

....., *Cortland Village, N. Y.*

I hereby withdraw my approval of your employment as a teacher

in the State Normal and Training School at Cortland; this order of withdrawal to take effect immediately.

Your obedient servant,

NEIL GILMOUR,

Superintendent.

On the same day I sent to Norman Chamberlain, secretary of the local board, the following letter.

STATE OF NEW YORK,
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, ALBANY, *Sept. 2, 1880.* }

NORMAN CHAMBERLAIN, Esq., *Secretary, etc.*, Cortland Village, N. Y.

SIR—I hereby withdraw my approval of the employment of the following named teachers in the Cortland Normal and Training School: Thomas B. Stowell, Samuel J. Sornberger, Emily T. Halbert, Elizabeth Rase, Emily E. Cole and Sarah A. Saunders.

The local board are hereby directed to recommend to me at their earliest convenience and without unnecessary delay some suitable persons to take the places of the teachers displaced as above stated; under no circumstances will the local board recognize any of the persons above named as teachers in the Cortland Normal School after the date of this order.

Your obedient servant,

NEIL GILMOUR,

Superintendent.

In order to protect the rights of students who had been attending the school, I took measures to have them transferred (if they chose) to such other of the normal schools as they might select. I therefore sent to the principal of each of the other normal schools, viz.: Dr. Joseph Alden, Albany; Dr. W. J. Milne, Geneseo; Prof. F. B. Palmer, Fredonia; Dr. M. MacVicar, Potsdam; Prof. E. A. Sheldon, Oswego; Prof. C. D. McLean, Brockport; Prof. H. B. Buckham, Buffalo, a letter of which the following is a copy:

{ STATE OF NEW YORK,
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, ALBANY, *September 3, 1880.* }

Prof. ———, *Principal, etc.*, ———, N. Y.:

SIR—The State Normal and Training School at Cortland is temporarily disorganized, and certain pupils in the normal department are making application for transfers to other schools. It is my wish that the young people who have in good faith entered the Cortland school should be permitted to complete the courses of study upon which they have entered. You will, therefore, receive into the school under your charge any pupil from Cortland who presents my certificate of transfer. No pupil from that school should be admitted who does not present the regular evidence of transfer. Classify such pupils according

to your own judgment, giving them, as a matter of course, every advantage to which they are entitled by reason of previous study in the Cortland school.

Your obedient servant,

NEIL GILMOUR,

Superintendent.

All the appointments of pupils to the Normal and Training School at Cortland, since the withdrawal of my approval of the employment of Dr. Hoose as principal, are in the possession of Prof. Cassety, acting principal of the school.

Inasmuch as the local board of the Cortland Normal School had assumed an attitude of insubordination against the duly constituted State authorities, including the Superintendent of Public Instruction and the Attorney-general, and inasmuch as their contumacy rendered it impossible to conduct the Normal School in a legal manner owing to their refusal to recognize the duly and lawfully appointed principal of the school, and being desirous that the State should not suffer by, or become responsible in any way for a school conducted illegally and contrary to the law, and acting under the advice of the Attorney-General, I issued, on the 7th day of September, an order formally closing the Normal and Training School at Cortland "until such time as the lawful orders and directions of the Department of Public Instruction, in reference to the management of said school, are obeyed by the local board of said school and until said school shall be reorganized and opened in conformity to the laws of the State relating to normal schools."

The following is a copy of the order referred to, and also a copy of the opinion of the Attorney-General, in reference to the legal power of the Superintendent of Public Instruction to issue the order:

ORDER.

STATE OF NEW YORK, }
DEPARTMENT OF PUBLIC INSTRUCTION. }

Whereas, On the 28th day of June, 1880, I, as Superintendent of Public Instruction, requested Dr. James H. Hoose to transmit to me his resignation as principal of the State Normal and Training School at Cortland, which request the said Hoose refused to comply with; and *whereas*, on the 12th day of July, 1880, I, as such Superintendent, withdrew my approval of the employment of said Hoose as a teacher in said school, notified the local board of the fact, and directed them to recommend to me some suitable person as principal in place of the said Dr. Hoose; and *whereas*, the local board at a meeting thereafter held did adopt a resolution refusing to recommend any person as principal in the place of the said Hoose, and stating that they still recognized, and should continue to recognize, the said Hoose as principal of the school, notwithstanding my orders in the matter, and the official

opinion of the Attorney-General sustaining the legality of such orders; and whereas, I, as such Superintendent, did, on the 4th day of August, 1880, acting under the authority conferred upon me by chapter 18 of the Laws of the State of New York, passed in 1869, appoint Prof. J. M. Cassety acting principal of said school, and did notify the local board of the fact, and did further instruct them to cause to be delivered to Prof. Cassety all books, papers and documents that should be in the possession of the principal of the school, and to give him at all times access to the school building and grounds; and whereas, the local board have refused, and still do refuse, to obey these instructions and refuse to recognize Prof. Cassety as acting principal of the school; and whereas, the said local board still recognize the said Hoose as principal of said school, and have put him in possession of the school building, and caused him to open the said school; and whereas, the local board continue to recognize as teachers in said school the following named persons from whose employment as teachers I, as such Superintendent, have withdrawn my approval, viz.: Thomas B. Stowell, Samuel J. Sornberger, Emily P. Halbert, Elizabeth Rase, Emily E. Cole, Sarah A. Saunders; and whereas, the local board have, without the approval of the Superintendent and in violation of the provisions of chapter 466 of the Laws of 1866, entitled, "An act in relation to Normal Schools," assumed the authority to employ teachers in the places of those teachers who have, pursuant to my orders, reported to Prof. Cassety; and whereas, the local board of said school have thus set at defiance the duly constituted State authorities, and have refused to be governed by the lawful directions of the Superintendent of Public Instruction in their management of the school, and have caused said school to become partially disorganized, and a portion of the faculty to become insubordinate; now, therefore, by virtue of the authority vested in me as Superintendent of Public Instruction, I hereby order and direct that the State Normal and Training School at Cortland be closed until such time as the lawful orders and directions of the Department of Public Instruction, in reference to the management of said school, are obeyed by the local board of said school, and until said school shall be reorganized and opened in conformity to the laws of this State relating to normal schools.

Given under my hand and the seal of the Department of Public Instruction, at Albany, this 7th day of September 1880.
[L. s.]

NEIL GILMOUR,
Superintendent of Public Instruction.

STATE OF NEW YORK,
OFFICE OF THE ATTORNEY-GENERAL, }
ALBANY, September 6, 1880.

HON. NEIL GILMOUR, *Superintendent Public Instruction:*

SIR—Your communication of the 4th inst., in which you state the facts concerning your action and that of the local board in regard to the State Normal and Training School at Cortland, is received. In reply to your question, "have I the power, under the provisions of chapter 466, of the Laws of 1866, to direct the formal closing of the

school?" I have the honor to say, that, in my opinion, the full and complete right of supervision over said school is conferred upon you by said statute, and would respectfully refer to my opinion given at your request July 12, 1880, and that since the refusal of the local board to perform the duties imposed upon it by law, you have full power to act without reference to said local board, and upon this point would refer you to my opinion of July 30, 1880; and that, by virtue of the powers conferred upon you by said statutes, you have a perfect right to close said school until the same can be reorganized and conducted in accordance with the statutes regulating normal schools, provided in your judgment such action is necessary.

Yours, respectfully,
HAMILTON WARD,
Attorney-General.

The local board, notwithstanding the order issued to close the school, continued, and do still continue, as I am informed and believe, to keep the school open and are conducting it as a private institution. There is no legally employed State teacher at present actually teaching in the school. The approval required by law of the employment of James H. Hoose, and the six teachers who remained with him has been withdrawn by the Superintendent of Public Instruction, thus in my own judgment and in the opinion of the Attorney-General, terminating the engagement between them and the State. The other six teachers, who reported to Prof. Cassety, are waiting and are anxious to commence work as soon as possible, and are, and have been legally in the employ of the State.

The local board without any warrant whatever have employed, as I am informed and believe, six teachers without the approval of the Superintendent of Public Instruction, purporting to fill the places of those six teachers.

Prof. Cassety remained at Cortland for one month, trying to assume the duties of principal, but the local board thwarted him in his purpose and illegally prevented him from discharging his duties.

Seeing that it was useless to ask Prof. Cassety to remain at Cortland longer at that time, I assigned him to duty temporarily in the Fredonia Normal School, on the 30th day of September, 1880, by the following letter:

STATE OF NEW YORK,
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, ALBANY, *Sept. 30, 1880.* }

Prof. J. M. CASSETY, *Act. Prin., Cortland Village, N. Y.:*

SIR — In the opinion of the Attorney-General, it will be several weeks before you can be put in possession of the Cortland Normal School and be permitted to act as principal. I still recognize you

(and will continue to do so) as principal of this school. In the meantime neither the Attorney-General nor I see that any thing can be gained by remaining longer in Cortland at present. You will, therefore, go to Fredonia and resume your old work there (the place not yet having been filled), and hold yourself in readiness to report at Cortland whenever asked. Please notify the teachers who reported to you of this arrangement, giving them such instructions as you may deem necessary.

Your obedient servant,

NEIL GILMOUR,
Superintendent.

The management of Prof. Cassety during his stay at Cortland under the trying circumstances in which he was placed was such as to merit the hearty approval of this Department, to call forth encomiums from those who sympathized with the efforts of the Department to maintain a good school, and to challenge the admiration even of those who were opposed to his assuming the duties of acting principal. He is an excellent teacher and disciplinarian, has proved himself the firm friend of normal schools, and when he assumes the duties of principal of the Cortland Normal School he will show himself to be a good executive officer.

A proposition to submit the case under an agreed statement to the General Term of the Supreme Court was made by the local board, and accepted by me. But when an examination of the law was made, it was found that this case could not be so submitted; the Attorney-General, in behalf of the Superintendent, and Hon. R. Holland Duell, in behalf of the local board, agreeing that such submission could not be made.

It was then understood that the local board should proceed against the Superintendent for one month's pay for Dr. Hoose, and in this manner have the case brought before the court for adjudication. But the local board failed to take such action. Afterward the Attorney-General, as attorney for the Superintendent of Public Instruction, commenced proceedings for a peremptory writ of mandamus before Judge Martin, at a Special Term of the Supreme Court, held at Binghamton, on the 26th day of October, 1880, to compel the local board to terminate the employment of James H. Hoose as principal teacher in the State Normal School at Cortland, and no longer procure or permit him to perform the duties or to in anywise act in the school as the principal or other teacher therein; and to officially recognize Prof. James M. Cassety as the principal teacher in said school, and permit him without hindrance or obstruction to enter upon, and perform the duties of principal teacher in the school.

An opinion in the case has recently been rendered by Mr. Justice Martin, in which the action of the Superintendent of Public Instruc-

tion was sustained in every particular. The following is a copy of the opinion of the court :

"In the Matter of the Application of Neil Gilmour, as Superintendent of Public Instruction of the State of New York, for a mandamus,

agst.

The Local Board of the State Normal School at Cortland.

One of the normal and training schools for the education and discipline of teachers for the common schools of this State, established under the Laws of 1866, chapter 466, was duly located at the village of Cortland, New York, and on the 16th day of December, 1868, the Superintendent of Public Instruction duly appointed a local board for said school, as required by section 3 of said act.

The board thus appointed was duly organized, and after such organization and before any teacher was employed for such school, wrote to the then Superintendent of Public Instruction, inquiring of him how such teachers were to be employed, to which he replied as follows: "All persons employed and paid by the State to teach in the several departments of the normal school at Cortland should be employed in the usual manner, on the recommendation of the local board, subject to the confirmation of the Superintendent at fixed rates of salary." Thereafter and at a meeting of such board held February 19, 1869, they resolved to employ, among others, Dr. James H. Hoose, as a teacher in said school, at a salary of twenty-five hundred dollars a year, subject to the approval of the Superintendent of Public Instruction; and the action of the board in selecting Dr. Hoose as such teacher was approved and confirmed by the Superintendent on the 23d of the same month.

This employment of Dr. Hoose was for no given or specified period of time.

The school was opened on the 3d day of March, 1869, with Dr. Hoose as principal, who continued to act as such without any other hiring or employment, until the year 1877, when the present Superintendent requested the board to re-nominate to him all who were proposed as teachers for the year commencing in September, 1877, whereupon they informed the Superintendent, that they had no desire to make any change in the faculty of such school, and forwarded to him a statement of the teachers then employed, and the salary paid each, when the Superintendent confirmed and approved of the employment of said teachers, to take effect at the beginning of the fall term in 1877, and to continue during the pleasure of the local board and the Superintendent of Public Instruction; but no teacher to be discharged or compelled to resign except with the approval of the Superintendent.

After this, Dr. Hoose continued to act as principal until June 28th, 1880, when the Superintendent requested him to resign, and communicated to the local board the fact that he had made such request,

The local board thereupon passed a resolution, requesting the Superintendent to inform them if any charges had been made against Dr. Hoose, and if so, what they were, before they should take any action upon the communication sent them by him, to which the Superintendent replied that no formal charges against Dr. Hoose had been presented to him, that his request for Dr. Hoose's resignation was in a large measure the result of personal observation extending over a series of years, and a firmly settled conviction that the best interests of the cause of education, and especially of the normal schools in the State would be advanced by the retirement of Dr. Hoose from the principalship of the school.

On the 8th day of July, 1880, Dr. Hoose wrote the Superintendent, declining to resign as requested, and on the 12th day of the same month, the Superintendent wrote Dr. Hoose that, as he had not tendered his resignation as requested, he had notified the local board of the withdrawal of his approval of his employment as principal of such school, and on the same day he wrote the board that he withdrew his approval of the employment of Dr. Hoose and directed that he be no longer employed in such school, and that the board at its earliest convenience recommend some competent person as principal in his place, inclosing with such communication a copy of the opinion of the Attorney-General of the State, to the effect that the Superintendent had the power to withdraw his approval of the employment of a teacher in such school, and thus terminate the engagement between the teacher and the State.

On the 16th day of July, 1880, the board passed a resolution by which they resolved not to concur in the removal of Dr. Hoose, and notified the Superintendent of their action, and also declined to recommend any other person for the position of principal.

The Superintendent thereupon, and on the 4th day of August, 1880, employed Prof. J. M. Cassety as acting principal for such school during his pleasure, and notified the board of his action, who refused to recognize Prof. Cassety as such principal and denied the power of the Superintendent to terminate the employment of Dr. Hoose.

Afterwards and on the 23d day of August, 1880, Prof. Cassety went to Cortland to take charge of the school as such principal.

On the 24th of the same month, the board sent a communication to Dr. Hoose commanding him to continue his duties as principal, and directing him to notify each member of the faculty to report to him for duty for the next term, and to explain to them that no salaries could be lawfully paid to teachers, except first audited by the board and that teachers would be paid their salaries, provided they reported to him for duty; and, if any teachers should refuse, other teachers would be immediately appointed.

At the opening of the next term of the school, Prof. Cassety appeared to take charge of the school as principal, and Dr. Hoose also appeared and assumed to act as such, under the direction of the local board, and he, together with the board, refused to allow Prof. Cassety to act as principal, or to have charge of the school as such, and the school has since been under the charge and control of Dr. Hoose and the local board, contrary to the directions of the Superintendent.

Upon these facts the Superintendent of Public Instruction now ap-

plies for a mandamus to compel the local board to terminate the employment of Dr. Hoose, and to no longer permit him to act as principal in such school, and to recognize Prof. Cassety as principal thereof.

Hamilton Ward, Attorney-General, for the application.

Kellogg & Gilbert, for the local board, opposed.

MARTIN, J. In examining the questions involved in this unfortunate controversy, it is not within the province of this court to inquire or determine whether the motives which controlled the action of the Superintendent in this matter were proper or improper, nor whether his action has been judicious or otherwise. The question to be here determined is one of power, not of motive, and one of law and not of fact.

It is claimed by the Superintendent that the power to employ the teachers of this school is wholly subject to his direction, that when a teacher is employed for an indefinite time he has the right to discharge him at his will, or at least, that, when he withdraws his approval of an employment, the teacher's relation with such school is thereby terminated: while the local board claim, that they only can employ them; that the Superintendent's only power is to approve or disapprove of such employment or hiring, and that, when a teacher is once hired by them and such hiring is approved by the Superintendent, his power over the matter is spent, and that they only can determine whether such teacher's employment shall be continued or terminated, that they have the appointing power and that they only can remove.

Thus we are presented at the outset with the question, as to what power the Legislature has vested in the local board and what in the Superintendent; and this question depends for its solution wholly upon the statute under which this school was established, and the local board thereof appointed. Laws 1866, chap. 466.

But it is contended by the board, that there has been such a practical construction of this statute by the officers whose duty it was to carry it into effect, as to be binding upon the court in determining the questions involved in this case, that such construction has been to the effect that the board had an independent or, at least, a concurrent power to employ the teachers of such school, subject only to the approval of the Superintendent; and that they only had the power of removal. While it is doubtless true, that "general usage long continued and unquestioned among public officers, in matters pertaining to the discharge of their duties, is of great force, and the practical construction thus given to the law has much of the weight of judicial decision" (35 N. Y. 310), yet I am unable to discover from the facts before me in this case, that there has been any such practical construction of this statute. Upon the argument it was strongly contended by the counsel for the board that the letter of the Superintendent written to the board January 19, 1869, was a decision by him, in effect holding that it was the duty of the board to employ the teachers of such school subject only to confirmation by the Superintendent, and that it recognized in them an independent or concurrent power to employ such teachers, and consequently the sole right of removal. I do not

so understand it. It at most simply recognizes a right in the board to recommend the teachers to be employed by the Superintendent which, in itself, seems to preclude the idea of an independent right to employ the teachers of such school. Nor do I find any thing in the subsequent action of the Superintendent or board, showing any such practical construction of this statute as to render it binding, or give it the weight of judicial decision. While the papers before me show that the teachers of this school have generally, and perhaps uniformly, been recommended by the board and confirmed by the Superintendent, still that fact is, I think, insufficient to constitute such a practical construction of this statute. These papers simply show that the action of the board and Superintendent has heretofore been harmonious, and that no question has arisen between them as to the rights or powers of either. It might as well be contended that, by practical construction, the board had the power to determine the wages to be paid the teachers, because the Superintendent had, in several instances, increased the wages of a teacher on the recommendation of the board, or because he stated in his letter to the board that they were to be employed at fixed rates of salary, although that right is vested absolutely in the Superintendent. This cannot be, and it must, therefore, be held that there has been no practical construction of this statute which is binding upon, or authority for the court in determining this case.

It is also contended by the board that the principal of the Cortland Normal and Training School is an officer of the State, and as such entitled to hold his office during the pleasure of the authority appointing him. (1 R. S. Banks' ed. 415, sec. 8.) While I am unable to see how the rule would be different in the case of such an officer and an employé for an indefinite time, still I am clearly of the opinion that such principal is not an officer but an employé of the State. "An office is a right to exercise a public function or employment and take the fees and emoluments belonging to it. It involves the idea of tenure, duration, fees or emoluments and powers as well as that of duty. It implies an authority to exercise some portion of the sovereign power of the State either in making, administering or executing the laws. One who receives no certificate of appointment, takes no oath of office, has no term or tenure of office, discharges no duties and exercises no powers depending directly on the authority of law, but simply performs such duties as are required of him by the persons employing him, and whose responsibility is limited by them, is not an officer and does not hold an office, although the persons so employing him are public officers, and his employment is in, and about a public work or business." *Olmstead vs. Mayor, etc., of N. Y.*, 10 Jones and S. 481. See also the case of *Union County vs. Jones*, 21 Pa. 525, where it was held that a professor in a college was not an officer of the college corporation, but a person in its employment; and *Butler vs. Board of Regents*, 32 Wis. 124, holding that a professor in a State university was not a public officer.

Coming then to the principal question involved in this controversy, we first inquire what powers are by this statute given to the Superintendent of Public Instruction. Does it vest in him the right to terminate the relation of a teacher as an employé of the State without the consent or concurrence of the local board?

It must, I think, be admitted that he possesses this right under the power of general supervision and direction given him by statute, unless the Legislature has conferred upon the local board an independent or concurrent right to act in the employment and discharge of such teachers, uncontrolled by the direction of the Superintendent. Are they given such power?

They are given no express power to employ or discharge the teachers of such school, unless contained in that clause of the statute which provides that they "shall have the immediate supervision and management of such school" (Sec. 3). This provision necessarily, I think, includes the authority to employ and discharge teachers, and if it were unqualified, they would, I think, possess the power which is now contended for by them. But such is not the case. The power of "supervision and management" which is thus conferred upon the board is not only made expressly subject to the "general supervision" of the Superintendent, which involves the right to oversee with the power of direction, but the Legislature, as if intending to place the question of the Superintendent's power beyond all doubt, has provided that such "supervision and management" shall also be "subject to his *direction* in all things pertaining to the school." Therefore the power thus given the board is, obviously, not an independent nor even a concurrent one, but is a subordinate power to be exercised in subjection to the direction of the Superintendent, whose power of direction is thus made absolute. The employment and discharge of teachers being a matter which clearly pertains to the school, it must I think, be held that this provision of the statute has conferred upon the board no independent or concurrent power to employ or discharge the teachers of such school.

It is, however, contended by the board that a further provision of this statute by implication vests in them the power which they now claim to possess, which provision is that "it shall be the duty of the Superintendent of Public Instruction to determine what number of teachers shall be employed in such school, and their wages, *whose employment shall also be subject to his approval.*" It will be seen that this provision does not in terms designate the person or body by whom such teachers are to be employed, yet, I think, it is to be fairly implied from the language used, that they are to be employed by some person or body other than the Superintendent, and I think, as is claimed by the board, that they are to employ them. The authority, however, for such employment is not wholly an implied one, but is rather an express authority conferred upon them by the provision giving them the "immediate supervision and management" of the school, which, as we have already seen, includes such employment. If this last provision of the statute was to be read and construed alone, it might be that it would bear the construction contended for by the board, but that is not the rule. All the provisions of this statute bearing upon this question should be read together. "In the construction of a statute, every part of it must be viewed in connection with the whole, so as to make all of its parts harmonize, if practicable, and give a sensible and intelligent effect to each." Potter's Dwaris, 144. Reading these two provisions of the statute together, and interpreting the statute according to the natural and obvious im-

port of the language employed; without resorting to a subtle or forced construction for the purpose of limiting or extending its operations, it seems quite obvious, I think, that the Legislature intended to vest in the Superintendent the absolute power of direction as to all matters pertaining to this school, and that any implied power which is given to the board by this last provision of the statute is subject to, and qualified by such power of supervision and direction, and is not independent or concurrent. Such a construction of this statute gives to the words used by the Legislature their popular and generally received import, makes all of its provisions harmonize, and leaves no doubt or uncertainty as to the powers conferred upon the board, or as to the rights of the Superintendent; while the construction contended for by the board creates an ambiguity in the statute where none would otherwise exist, makes the power of the board and Superintendent uncertain, and gives to the board by construction what the statute has expressly vested in the Superintendent. The language of this statute seems to me to be explicit, placing in the Superintendent the absolute power of supervision and direction as to this matter, and in such cases courts are bound to seek for the intention of the law-making power in the words used, and are not at liberty to suppose or hold that it intended anything different from what the language imports. Potter's Dwaris 146.

Moreover if it were to be admitted that the board had the right to employ the teachers independent of the direction of the Superintendent, still, as such employment is expressly made subject to his approval, I am of the opinion, that when his approval is withdrawn the relation of the teacher is terminated. For I do not think that the Legislature intended to use the word "employment" as defining or describing the simple act of hiring; but that it intended to use it in its broader sense as describing or defining the state or condition of being employed, and that the approval of the Superintendent was not only necessary to constitute a proper hiring of a teacher, but it was also necessary that it should continue, that such employment was always subject to the disapproval of the Superintendent, and when disapproved of by him, the relation of the teacher as employé of the State was terminated.

I am of the opinion, therefore, that, while the board had the immediate right to employ the teachers of this school, still that such right was subject to the power of the Superintendent to direct in relation to their employment or dismissal, and to his approval; that when he directed the board to discharge a teacher thus employed, withdrew his approval of such employment, it became the duty of the board to follow his directions and that the relation of such a teacher would be terminated by such withdrawal.

If this were not so, the Superintendent would be practically powerless to control or direct in the matters pertaining to such school. A teacher once employed and approved would be wholly under the independent control and direction of the local board, and the Superintendent, although vested with absolute power of determining the number of the teachers to be employed, could in no way reduce the number, even though there might be but a half score of pupils attending it; for if he is not given the power to discharge a teacher in the one instance, I fail to see how he is in the other.

Such is not the intent or spirit of this statute. Not only is this apparent from a reading of the statute itself, but the Legislature, by the general act defining the duties of the Superintendent of Public Instruction, has provided that he shall have general supervision over this school (Laws 1875, chapter 567, § 3), which supervision, I think, involves the right to direct as to the employment and discharge of its teachers.

In examining this case thus far, it has been assumed that the employment of Dr. Hoose was for an indefinite time, but by the approval of Dr. Hoose's employment dated July 5, 1877, it was provided that it should "continue in force during the pleasure of the local board and the Superintendent of Public Instruction, but no teacher to be discharged or compelled to resign, except with the approval of the Superintendent." Under such an employment can the Superintendent discharge a teacher without the consent or concurrence of the local board? I think he can. By the terms of this employment it was to continue during the pleasure of the local board *and* Superintendent, and but for the restriction preventing a discharge by the board without the approval of the Superintendent, I think that either, under the terms of this employment, could terminate such employment; and as the power of the Superintendent is in no way restricted, I think that he had the power to terminate such employment. Whether it was wise or unwise for the Legislature to confer this power upon the Superintendent is not for this court to determine. Its duty is simply to administer the laws as they are enacted, and if there is an error in the law, the Legislature, and not the courts should provide the remedy.

It follows, therefore, that the Superintendent possessed the power to terminate the employment of Dr. Hoose, without the consent or concurrence of the board; that when he withdrew his approval of his employment and directed that he be no longer employed, that it terminated his employment as such teacher, and the board had no right to allow him to continue to act as such; the Superintendent having thus terminated the employment of Dr. Hoose, and directed the board to recommend some other competent person as principal, which they omitted and refused to do, he had authority, under chapter 18 of the Laws of 1869, to appoint a person to act as such principal, and it, therefore, became the duty of the board to allow Prof. Cassety to so act.

The application of the Superintendent for a mandamus to compel the board to prevent Dr. Hoose from acting as a teacher in said school, and to recognize Prof. Cassety as the acting principal thereof, must be granted.

In determining this case, I have not examined the question whether mandamus is the proper remedy, for the reason that upon the argument the counsel for the board stated that he did not want the case determined upon that question, but that the board wanted it determined upon the merits, regarding that as a waiver of any question as to the regularity of the proceedings.

I have examined the case upon its merits with all the care possible consistent with my other official duties.

Application granted. The order, if not agreed upon, to be settled before me on three days' notice to the opposite party."

During this lengthy and unpleasant controversy in reference to the management of the normal school at Cortland, I have taken no step that did not commend itself to my judgment as being in the interests of the State, and for the benefit of the system of normal instruction inaugurated by the Legislature. I have exercised no powers in regard to the retirement of teachers or the closing of the school on account of the insubordination of a majority of the members of the local board, except when acting under the advice of the Attorney-General. I have endeavored, simply, to uphold the dignity of the State, to rid the school of incompetent or insubordinate teachers, and, generally, to do that which seemed most likely to promote the usefulness and efficiency of the institutions for which the State has made most liberal appropriations.

It seems to me plain that if the officer, charged by law with the general supervision, management and control of the State normal schools, is to be made the mere coadjutor of local boards of trustees, with no power to act except upon their recommendation; and if he is to be compelled to retain in position principals, and other teachers whom he believes to be incompetent, or who openly and willfully defy his instructions, simply because the local prejudices of a majority of a local board demand it, the schools should hereafter be denominated "local" and not "State" normal schools. While ready and willing to execute the law as interpreted by the courts, or as it may be amended by legislative enactment, I respectfully suggest that it would be better to relieve the Department of Public Instruction of all responsibility for the management and result of the work of the normal schools, if it is to be hampered and set at defiance, as it has been by the local board of the school at Cortland, especially in view of the fact that all the expenses of these schools are paid by the Superintendent of Public Instruction, under the authority of the Legislature.

On the 11th day of June, 1877, I issued an order abolishing the academic departments in the normal schools located at Buffalo, Brockport, Cortland, Geneseo, Oswego and Potsdam, for the reason that I could find no warrant of law for allowing such departments to exist. At the same time I limited the sittings in the practice departments to two hundred and fifty. Soon thereafter I received from the local boards at Brockport and Potsdam evidence that they had equities entitling them to academic departments. I thereupon suspended the operation of the order so far as these two schools were concerned, until the time when the Legislature would give instructions in reference to this matter. A special committee was appointed to examine into the normal schools; among other things, this committee reported to the Legislature recommending that the order of June 11th be revoked, and the Legislature adopted the following resolution:

"*Resolved*, That the Superintendent of Public Instruction be, and he is hereby requested to revoke his order of June 11, 1877, discontinuing the academic departments in said normal schools."

I accordingly issued an order stating, "In pursuance of said resolution the order referred to is hereby revoked."

During the past year complaint was made to me that the citizens of Cortland village were not receiving all the school rights to which they were entitled under the provisions of a certain deed. After a careful examination of the deed referred to, I sent to Norman Chamberlain, Esq., secretary of the local board, the following letter :

ALBANY, July 24, 1880.

NORMAN CHAMBERLAIN, Esq., *Secretary, etc., Cortland Village, N. Y. :*

SIR — My attention has this day been called to the provisions of the deed conveying the old Cortlandville academy and site to the State for normal school purposes. Among the provisions are the following : First. "An academic department shall be maintained and supplied with proper teachers in said normal school building by the proper State authority."

Second. "Tuition shall be given free and without charge to all the children and wards of the inhabitants residing within the bounds of the corporation of Cortland village in all the departments of said school."

Had my attention been called to these provisions at the proper time, I would not have included the Cortland Normal School in my order of June 11th, 1877, discontinuing academic departments in the several State Normal Schools, and limiting the sittings in the practicing departments of such schools to two hundred and fifty ; or, if, after that order had been issued, the provisions of the deed had been made known to me, I would have suspended the operations of the order so far as your school was concerned, the same as I did in the cases of the schools at Brockport and Potsdam. The local board of the Cortland Normal School will, in the future, in the matter of maintaining an academic department, and of admitting pupils to all the departments of the school, be governed by the provisions of the deed above quoted.

Your obedient servant,

NEIL GILMOUR,

Superintendent.

Dr. Malcolm MacVicar resigned the principalship of the Potsdam Normal and Training school on the 9th day of November, 1880. Prof. Henry L. Harter, vice-principal, is at present acting as principal and will continue to do so until an appointment shall be made to fill the vacancy.

Under existing laws money received for tuition in the several normal schools is retained by the local boards thereof, and can be paid out for any of the legitimate purposes of the school, with the ap-

proval of the Superintendent of Public Instruction. The practice is to pay such money to the treasurer of the local board, and for that officer to deposit it in some bank or banking institution, subject to call drafts. Heretofore the moneys so deposited have been promptly paid over, upon order, but last year the banker, with whom the local funds of the Geneseo Normal School were deposited, failed, and a loss of \$176.08 ensued. I do not think the treasurer or other members of the local board are blamable in the matter.

THE CONDITION OF OUR SYSTEM OF EDUCATION.

The following are the principal educational forces at work in this State:

The common schools ; private and parochial schools ; graded schools ; high schools and academies ; teachers' institutes and teachers' classes in academies ; normal schools ; schools for professional and technical instruction, and colleges. In some families the children are instructed at home, either under tutors, or by their parents or other near relatives, and it not infrequently happens that the quality of the instruction thus imparted is superior to that ordinarily gained in the schools. Still, it is obvious that this plan of educating children can be carried out in but a small proportion of the families in our State, and that it can never be relied upon as a factor of great consequence in the work of education. Nevertheless, I believe that if parents and others having the care of children would more generally supplement the work of the school by familiar conversation upon school topics, great good would be accomplished.

The private and parochial schools, the academies, professional schools (except those for the training of teachers) and the colleges, do not report directly to this Department, and it is only through other channels that the Department has knowledge of their workings, and of what they are accomplishing. The common and public high schools, the teachers' institutes and normal schools are under the direct supervision of the Department of Public Instruction, as are also the institutions for the special instruction of the deaf and dumb, and one of the two institutions for the instruction of the blind. Practically, the common school system proper embraces a very great proportion of all that is forcible and practical in the matter of the education of the children and youth of the State.

In July last I addressed a circular to school commissioners, of which the following is a copy :

STATE OF NEW YORK,
DEPARTMENT OF PUBLIC INSTRUCTION, }
ALBANY, July 20, 1880.

To School Commissioners :

Heretofore you have been requested by the Department of Public

Instruction to send, in connection with your abstracts of trustees' reports, or as soon thereafter as you could, without too much trouble, prepare them, written reports of the condition of the public schools under your charge, for publication in connection with my annual report to the Legislature. It is my purpose to make to the next Legislature a very full and complete report of the condition of public education in this State, and to submit the same as early as possible after the opening of the session. I therefore no longer request, but direct that each one of you shall make and send to this Department, as early as your abstracts are filed, a written report, which shall show, among other things, the following:

I. The work you have accomplished during the past year as school commissioner in your district. How many schools you have visited, and a general report of the impressions which you have received as consequences of those visitations. The number of teachers you have licensed; the methods which you have pursued in examining and licensing teachers, and suggestions as to improvements which may be made in methods now pursued. I will thank you, also, to make such suggestions as may occur to you concerning the operations of the school laws of the State, especially in the matter of the apportionment of the public moneys, the alteration of school district boundaries, the settlement of local and neighborhood difficulties arising in school districts out of school affairs, and the methods of the employment of teachers.

II. I especially request and direct that you shall report generally the condition of the public schools under your charge, and the condition of public education as gathered by you from the official visitations which you have made. Let me know what, in your judgment, has been the effect of the institute or institutes held in your county; what is the public sentiment concerning them; how the normal schools are regarded, and whether or not, in your judgment, they are accomplishing the work designed by the Legislature when they were established.

III. Do not confine your observations entirely to the public schools; if there are in your district academies or private schools, look into them as much as you can, and inform me what manner of work they are accomplishing.

IV. I send you this circular at an early day in order that you may be fully prepared to make such reports as I shall expect and hereby demand from each one of you. It has been alleged that the office of school commissioner ought to be abolished, and that our system of school supervision, especially so far as the rural districts are concerned, is very imperfect. It is my desire to show to the Legislature that the school commissioners are ready and willing to perform all duties with which the law has charged them; that they are intelligent men, capable of making intelligent reports. I expect each one of you to comply strictly with the terms of this order, and to submit reports at the time designated in this circular.

Your obedient servant,

NEIL GILMOUR,
Superintendent of Public Instruction.

At the same time I requested city superintendents of schools to make written, in connection with their statistical and financial reports, embracing such information concerning the workings of the schools under their supervision, and such suggestions concerning the general school laws of the State, and the local laws, so far as applicable to them respectively, as they might deem proper.

In response to these instructions and requests I have received reports from nearly all the school commissioners and city superintendents of schools in the State, and they will be printed in the appendix accompanying this report. They have evidently been prepared with much care, and I call your especial attention to them as documents not only of great local interest, but also as papers containing many valuable hints and suggestions concerning the workings of our public school system. In no other year since the organization of this Department have commissioners and superintendents reported so fully or so favorably.

An examination of these reports will show that the schools have been more generally visited and supervised during the past than in any preceding year, and that great good has resulted from these visitations. Teachers, knowing that the commissioner would come, but not, generally, knowing at what particular time his visit would be made, have been spurred to extra exertions, and have endeavored to have their classes well in hand. They have profited by the hints and suggestions of the commissioners, who have themselves, apparently, taken more than usual interest in the work intrusted to them, under the altogether justifiable conviction that the Legislature and the Department were disposed to scrutinize their work with more than ordinary care. With comparatively few exceptions the schools have been visited twice, and many of them three or more times. But there are, in the State, some commissioner districts so large, embracing so much territory and so many school districts, that it is impossible for the commissioner having jurisdiction to visit the schools under his charge even twice in each year, giving the proper time to his work. I call particular attention to the size of some of the largest commissioner districts in several of the counties of the State, and suggest that it would be well to increase the number of commissioners in such counties.

Great improvements have been made by the commissioners in their methods of examining teachers. An examination in writing is now usually made the basis, but is quite generally supplemented by an oral examination. Many of the commissioners recommend that examinations should be made uniform throughout the State,—the questions to be prepared by the Department of Public Instruction, the examinations to be held at stated times, and to be conducted by the commis-

sioners of the several counties, assisted by certain other persons to be designated in a manner to be prescribed by law. The suggestion seems to be a good one, and I commend it to the consideration of the Legislature.

The law in relation to the apportionment of the public school monies does not seem to give entire satisfaction, and many commissioners think that that portion which is now divided according to average daily attendance should be distributed upon some other basis, or that the apportionment for average attendance should be made only for the legal term of school, which is now twenty-eight weeks in each year. Under the present law those districts, which only strictly comply with the law, and have but twenty-eight weeks of school during the year, have a decided financial advantage over districts which extend their school terms beyond the time absolutely required by the statute. I think a change can be made in the law in the interests of justice and equity.

The laws in relation to the establishment and alteration of the boundaries of school districts, and the settlement of school difficulties arising in neighborhoods and districts, appear, in the main, to work satisfactorily, and no change in them is recommended.

A general belief seems to prevail among those charged with the duty of supervising our school interests, that the present method of employing teachers, so far as the common schools proper are concerned, is very unsatisfactory, and productive of results most undesirable. A complaint comes up from nearly all the commissioners that a fruitful source of evil results in our school system is the frequent change of teachers. Scarcely does a teacher become acquainted with the school, learn something of the habits and dispositions of the pupils under his care, and really, if a competent person, get ready to do efficient work, when the term closes, a new trustee is very likely elected, and caprice, self-interest or other unjustifiable motive leads to the employment of another teacher who must go over the same grounds, make the same study of character and disposition, only, in most cases, to arrive at the same conclusions, and to meet at the end of the term the fate of his predecessor. There are honorable exceptions to this method of employing and discharging teachers, but not nearly as many as I would wish to note. The remedy against this very apparent abuse of power on the part of trustees of school districts is suggested to lie in the appointment of town boards of education, to which alone should be given the authority to employ teachers for the several districts in their respective towns. I believe that the services of a better class of teachers would be obtained if the law should be amended as suggested, and that their employment would be more permanent.

It seems that the academics and many of the private schools have been successfully conducted during the year, and the teachers' classes instructed in the former have been productive of results which can not fail to have a beneficial effect upon our school system.

Of normal schools and teachers' institutes I have written elsewhere, and the commissioners have spoken of them fully and freely in their reports herewith submitted. I will here only reiterate the opinion elsewhere expressed that they are growing in usefulness and in favor, and that the institute, especially, has come to be looked upon as a training school popular, yet reasonably thorough in its methods, and worth to the State and the school system far more than it costs.

The school system of New York has grown up with, and is a part of the State. When the first Federal census was taken, in the year 1790, the population of the State was ascertained to be about 340,000, and several States led us in population, wealth, and influence. We had then no organized system of public education, but the foundations for one were laid very shortly thereafter; and from humble beginnings during the administration of Governor GEORGE CLINTON, has grown up the most extended, as, in many respects, I believe the best system of popular education in the country. For now, while we rank all States of the Union in population, wealth, resources and influence; while we embrace within our borders not only the commercial and financial metropolis of the nation, but also other and almost innumerable thriving cities and villages, and millions of acres of well cultivated lands, as fertile as can be found anywhere on the North American continent, we can further point with pride to the fact that we are annually educating nearly a million and a quarter of children, and causing them to be prepared for the duties and responsibilities of life, prominent among which are those of good citizenship and devotion to the cause of liberty and justice. The school system of New York is flexible, as it needs to be. It countenances, assists and strives to improve the humblest schools in out-of-the-way places, as well as those in the cities and villages, which are well graded, thoroughly classified, and supplied with all necessary appliances; for it is the theory of our plan that even an indifferent school is preferable to none.

Of course it is the desire and aim of those intrusted with the duty of supervising the schools to improve and make more useful even the humblest among them. I feel greatly encouraged by the reports of progress in this direction already made, and even though it seems, at times, as if progress was being made slowly, I still have faith in the general wisdom of our plan of popular education, and in the utility of the results which it is accomplishing.

NEIL GILMOUR,
Superintendent of Public Instruction.

DOCUMENTS
ACCOMPANYING THE
REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION.

LIST OF DOCUMENTS

ACCOMPANYING THE

TWENTY-SEVENTH ANNUAL REPORT

OF THE

PERINTENDENT OF PUBLIC INSTRUCTION.

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10. 1. Statement of State tax levied in 1873 and in 1880.
2. Statement of school tax paid and school moneys received by each county.
3. Apportionment of school moneys.
4. Abstract of statistical reports of School Commissioners.
5. Abstract of financial reports of School Commissioners.
6. Investment of the capital of the School Fund.
7. Comparative statistical and financial statements for the years 1873 and 1880.
8. Statistics of Teachers' Institutes.
9. Statistics of Normal Schools.
- ent A. Report of the Council of the Nautical School, New York city.
B. Reports of examining committees for State certificates.
C. Report of the Principal of the Institution for the Instruction of the Deaf and Dumb.
D. Report of the Principal of the New York Institution for the Improved Instruction of Deaf Mutes.
E. Report of the Principal of the Central New York Institution for Deaf-Mutes.
F. Report of the Principal of the Western New York Institution for Deaf-Mutes.
G. Report of the Principal of the St. Joseph's New York Institute for the Improved Instruction of Deaf-Mutes.
H. Report of the Principal of the New York Institution for the Blind.
I. Report of the Superintendent of the Allegany and Cattaraugus Indian Reservations.
J. Report of the Superintendent of the Onondaga Indian Reservation.
K. Report of the Superintendent of the Shinnecock and Poospatuck Indian Reservations.
L. Report of the Superintendent of the Tonawanda Indian Reservation.
M. Report of the Superintendent of the Tuscarora Indian Reservation.
N. Annual Report of the Normal School at Albany.
O. Annual Report of the Normal School at Brockport.
P. Annual Report of the Normal School at Buffalo.
Q. Annual Report of the Normal School at Cortland.
R. Annual Report of the Normal School at Fredonia.
S. Annual Report of the Normal School at Geneseo.
T. Annual Report of the Normal School at Oswego.
U. Annual Report of the Normal School at Potsdam.
V. Normal School circular.
W. List of School Commissioners.
X. Reports of School Commissioners.

TABLE No. 1.

STATEMENT of the State Tax of one and one-fourth mills, levied 1875, and of the State Tax of one and eighty-five one-thousandths mills, levied in 1880, for the support of Common Schools.

COUNTIES.	1875.		1880.	
	Valuation.	Amount of tax.	Valuation.	Amount of tax.
Albany	\$54,636,234	\$68,295 29	\$68,426,226	\$74 12
Allegany	9,511,009	11,887 76	11,198,487	12 14
Broome	10,567,500	13,200 38	13,215,252	14 14
Cattaraugus	19,199,817	12,749 77	12,975,319	14 14
Cayuga	20,772,208	25,965 26	24,394,261	27 22
Chautauqua	18,532,112	23,165 14	21,181,746	22 22
Chemung	10,533,677	13,167 10	13,300,922	14 14
Chenango	13,274,437	16,593 05	15,559,994	16 16
Clinton	6,958,450	8,695 56	8,364,005	9 09
Columbia	23,838,436	29,796 04	27,370,554	29 29
Cortland	7,014,354	8,767 94	8,794,109	9 09
Delaware	9,705,049	12,131 31	11,185,391	12 12
Dutchess	25,888,103	44,860 13	41,001,927	44 44
Erie	61,834,512	77,293 14	81,575,132	88 88
Essex	6,568,163	8,210 30	8,757,005	9 09
Franklin	5,836,815	7,283 52	6,622,482	7 07
Fulton	4,076,541	5,085 68	5,328,706	5 53
Genesee	14,829,483	18,536 87	17,420,051	18 18
Greene	6,771,129	8,468 91	9,041,571	9 09
Hamilton	610,187	762 75	785,609	8 08
Herkimer	11,905,207	14,881 51	14,733,546	16 16
Jefferson	17,518,438	21,898 05	21,572,531	22 22
Kings	217,867,485	272,334 36	251,999,141	272 27
Lewis	4,624,742	5,780 31	7,682,156	8 08
Livingston	15,238,146	19,047 68	17,817,282	19 19
Madison	11,592,189	14,490 24	15,803,265	17 17
Monroe	42,107,964	52,634 95	53,884,590	58 58
Montgomery	10,760,890	13,451 11	14,924,913	16 16
New York	1,205,531,580	1,506,914 48	1,219,346,285	1,322 1,322
Niagara	16,076,703	20,095 88	19,877,971	21 21
Oneida	33,665,579	42,081 97	43,275,956	46 46
Onondaga	36,770,451	44,963 06	48,017,191	51 51
Ontario	19,361,602	24,202 00	22,870,169	24 24
Orange	31,939,453	39,620 57	36,322,969	39 39
Orleans	11,255,841	14,069 55	13,076,770	14 14
Oswego	16,773,827	20,967 03	20,194,971	21 21
Osage	13,865,043	17,331 30	17,116,150	18 18
Putnam	5,065,232	7,456 54	6,802,903	7 07
Queens	32,320,796	40,401 00	38,243,084	41 41
Rensselaer	31,515,833	39,394 79	41,458,721	44 44
Richmond	9,151,590	11,439 49	10,046,475	10 10
Rockland	10,598,851	13,248 56	11,047,534	11 11
St. Lawrence	16,044,343	20,055 43	20,434,323	22 22
Saratoga	14,430,006	18,037 82	18,414,028	19 19
Schenectady	6,501,049	8,127 06	8,680,351	9 09
Schoharie	5,944,824	7,431 03	8,219,427	8 08
Schuyler	4,575,181	5,718 95	5,801,590	6 06
Seneca	10,586,912	13,233 64	12,306,460	13 13
Steuben	14,928,161	18,690 20	17,838,244	19 19
Suffolk	12,642,474	15,803 09	14,548,253	15 15
Sullivan	3,238,977	4,048 72	4,504,256	4 04
Tioga	7,075,494	8,844 36	9,425,174	10 10
Tompkins	9,316,916	11,646 24	11,043,904	12 12
Ulster	15,532,069	19,415 09	18,139,386	19 19
Warren	3,208,040	4,010 05	4,653,850	5 05
Washington	15,080,420	18,850 53	19,748,596	21 21
Wayne	16,706,515	20,883 14	20,650,025	22 22
Westchester	56,167,089	70,208 66	66,801,782	72 72
Wyoming	9,069,807	11,337 26	10,535,138	11 11
Yates	8,382,400	10,478 01	10,784,440	11 11
Total	\$2,367,780,102	\$2,959,725 13	\$2,637,869,238	\$2,862 2,862

TABLE No. 2.

STATEMENT showing the amount of School Tax paid by each County, the amount of Tax received back, the amount of Common School Fund received, and the total amount received by each County.

COUNTIES.	School tax paid.	School tax received.	Common school fund received.	Total received.
Albany.....	\$4,242 46	\$77,663 24	\$8,028 06	\$85,691 30
Allegany.....	12,130 34	20,222 45	2,081 33	31,303 78
Broome.....	14,330 63	32,078 90	3,109 56	35,186 48
Cattaraugus....	14,078 22	33,424 89	2,378 38	35,803 27
Cayuga.....	26,467 77	26,186 74	3,602 06	42,649 40
Chautauqua.....	22,000 49	43,500 35	3,928 16	47,428 53
Chemung.....	14,431 50	25,707 18	2,689 87	29,457 15
Chemango.....	18,882 59	29,425 67	2,075 08	31,503 75
Clinton.....	9,074 95	31,823 21	3,119 96	34,943 17
Columbia.....	29,697 16	28,268 30	2,092 55	30,360 65
Cortland.....	9,541 61	17,739 21	1,255 19	18,991 40
Delaware.....	12,136 15	32,314 70	2,200 30	34,555 00
Dutchess.....	44,487 09	44,067 69	4,064 34	48,152 07
Erie.....	88,509 02	111,478 92	10,159 06	121,638 58
Essex.....	9,502 00	23,142 11	1,664 91	24,807 02
Franklin.....	7,185 39	21,459 26	1,531 81	22,991 07
Fulton.....	5,781 65	18,738 05	2,173 17	20,931 22
Genesee.....	18,900 76	19,572 04	1,441 06	21,013 13
Greene.....	9,810 10	20,965 70	1,519 59	22,425 29
Hamilton.....	832 39	2,997 00	205 14	3,202 14
Herkimer.....	16,031 00	27,382 71	2,778 64	30,161 35
Jefferson.....	23,406 20	45,332 24	4,038 28	49,370 52
Kings.....	273,419 07	259,898 72	24,296 06	284,164 73
Lewis.....	8,335 14	21,496 52	1,615 44	22,981 96
Livingston.....	19,331 75	24,634 18	1,791 81	26,425 99
Madison.....	17,149 80	29,779 81	2,064 87	30,844 76
Monroe.....	60,613 08	75,083 23	6,447 34	81,530 57
Montgomery.....	16,143 53	20,395 06	1,518 22	21,913 28
New York.....	1,322,993 97	540,949 97	52,233 01	593,182 98
Niagara.....	21,676 10	30,538 73	3,090 11	38,598 84
Oneida.....	46,954 41	70,142 94	6,751 54	76,894 48
Onondaga.....	52,098 65	68,513 22	5,844 72	74,357 94
Ontario.....	24,841 13	30,189 54	2,200 65	32,390 19
Orange.....	39,410 42	48,056 90	6,002 63	64,059 53
Orleans.....	14,188 30	19,072 65	1,388 51	20,461 16
Oswego.....	21,911 54	49,098 34	4,388 76	63,457 10
Otsego.....	18,571 02	35,140 73	2,500 89	37,441 62
Putnam.....	7,381 15	9,393 69	685 06	10,088 77
Queens.....	41,492 66	44,349 86	4,981 91	49,331 77
Rensselaer.....	44,982 71	58,476 49	5,193 00	63,669 49
Richmond.....	10,900 43	17,924 81	1,390 08	19,304 89
Rockland.....	11,946 57	14,522 05	1,101 06	15,623 11
St. Lawrence.....	22,171 24	58,030 09	4,949 59	62,979 68
Saratoga.....	19,979 22	34,524 79	3,723 49	37,848 28
Schenectady.....	9,418 18	13,384 69	1,794 06	15,178 75
Schoharie.....	8,918 08	22,597 17	1,612 18	24,209 35
Schuyler.....	6,294 73	12,952 52	927 71	13,880 23
Seneca.....	13,352 51	16,995 91	2,052 86	19,048 77
Steuben.....	19,354 49	49,975 98	4,389 28	54,365 26
Suffolk.....	15,784 85	30,013 11	2,235 67	32,248 78
Sullivan.....	4,887 12	21,893 32	1,587 35	23,450 67
Tioga.....	10,226 31	21,198 84	2,327 06	23,525 90
Tompkins.....	12,633 64	21,898 27	2,378 13	24,276 40
Ulster.....	19,681 23	49,103 43	3,692 34	52,795 77
Warren.....	5,049 44	15,991 06	1,144 82	17,136 48
Washington.....	21,427 23	32,293 44	2,320 22	34,553 68
Wayne.....	22,405 28	31,967 25	2,323 49	34,290 74
Westchester.....	72,479 93	56,388 53	4,263 70	60,652 23
Wyoming.....	11,430 62	20,921 89	1,499 10	22,420 99
Yates.....	11,701 12	13,120 81	945 26	14,066 17
Indians.....	.....	3,389 35	.....	3,389 35
Contingent fund balance ..	.....	1,375 87	.....	1,375 87
Total.....	\$2,862,088 12	\$2,750,000 00	\$245,400 00	\$2,895,400 00

TABLE No. 3.
Apportionment of School Moneys for the year 1881.

COUNTIES, TOWNS AND CITIES.	Population.	Number of teachers em- ployed for 28 weeks or more.	APPORTIONMENT FOR TEACHERS' WAGES.			Libraries.	Supervision.	Total.
			According to population.					
			District quotas.					
Albany ..	43,629	182	\$8,532 16	\$17,915 42	\$464 25			\$26,941 83
City ..	86,541	228	10,735 52	35,595 92	920 85		\$1,300 00	48,562 29
Cohoes ..	17,483	43	2,015 84	7,116 30	186 14		800 00	10,197 18
Allegany ..	41,681	282	13,688 96	17,144 17	443 51		727 14	31,368 78
Bronze ..	32,422	244	11,458 72	13,335 74	844 99			25,119 48
Binghamton ..	15,518	88	2,719 04	6,882 84	165 12		800 00	10,967 00
Cattaraugus ..	42,585	358	15,845 44	19,434 55	593 28			35,863 27
Cayuga ..	42,785	272	12,751 36	17,508 27	453 38			30,804 89
Chemung ..	19,649	163	2,953 44	8,041 99	208 06		800 00	12,044 51
Chautauqua ..	61,781	411	19,297 68	26,645 63	689 32		\$225 90	47,428 53
Clinton ..	21,323	157	6,422 56	8,774 96	227 01			15,434 23
Elmira ..	30,436	313	3,009 76	8,405 71	217 45		800 00	13,032 92
Chenango ..	30,579	276	14,673 44	16,402 97	424 34			31,500 75
Columbia ..	30,252	313	12,938 89	20,699 58	534 71		800 00	34,943 17
Hudson ..	38,837	198	9,293 24	15,974 38	413 26			25,669 89
Cortland ..	8,784	21	984 48	3,613 92	83 47			4,900 87
Delaware ..	24,454	155	8,672 80	10,038 39	290 21			18,990 40
Dutchess ..	42,084	259	16,830 92	17,297 99	447 49			34,575 90
Poughkeepsie ..	56,312	363	12,329 44	23,162 17	599 19			39,090 40
Essex ..	20,022	460	9,512 80	8,235 42	213 05		800 00	42,327 58
Franklin ..	63,345	337	15,738 56	98,054 86	674 07			79,111 09
Fulton ..	134,557	438	20,593 44	55,345 79	1,431 77		1,800 00	24,907 02
Genesee ..	34,459	219	10,266 72	12,677 68	327 97			20,981 07
Greene ..	30,822	213	9,985 44	12,403 31	320 87		800 00	21,013 18
Hamilton ..	32,245	158	7,407 04	13,262 97	343 11			22,425 20
Herkimer ..	32,562	185	8,672 80	13,405 69	348 80			3,302 14
Jefferson ..	3,478	87	11,813 76	17,105 09	442 50		800 00	30,161 85
Livingston ..	41,586	252	18,798 88	22,763 19	588 88			42,150 96
Madison ..	55,342	401	4,109 49	10,998 17	108 32		800 00	7,219 87
Watertown ..	9,982	47	3,875 36	10,438 34	263 69			14,625 23
Kings ..	26,661	72	61,641 20	12,039 34	5,134 02		4,300 00	290,589 06
Brooklyn ..	482,468	1,315	10,641 76	15,848 17	311 19			22,961 96
Lewis ..	29,245	227	10,172 96	17,108 76	409 86			30,844 76
Livingston ..	38,518	317	12,658 76	17,408 65	430 35			34,587 84
Madison ..	42,824	277	12,658 76	17,408 65	565 69			34,587 84
Monroe ..	53,162	266	12,658 76	17,408 65	565 69			34,587 84

Richester.....	81,721	3,500	11,780 00	29,013 76	800 57	47,083 23
Northgomery.....	1,047,880	8,054	142,716 80	428,847 09	11,080 20	21,913 63
Niagara.....	38,946	104	9,084 72	16,978 08	1,413 35	25,442 18
Lockport.....	12,553	43	2,016 64	6,163 28	133 57	8,112 65
Onida.....	81,839	450	21,517 82	33,661 90	670 82	56,850 89
Utica.....	32,400	*101	6,531 84	13,866 21	800 00	20,043 74
Onondaga.....	64,681	374	17,539 12	26,583 93	667 73	44,804 14
Saratoga.....	48,255	179	8,381 52	19,448 18	618 47	29,553 17
Ontario.....	67,653	262	12,232 56	19,600 57	507 06	32,300 79
Orange.....	67,887	282	13,220 16	27,923 19	722 36	43,465 71
Newburgh.....	17,322	53	2,484 64	7,124 86	184 32	10,563 88
Orleans.....	29,937	167	7,828 96	12,313 64	318 56	20,461 16
Oswego.....	66,146	349	16,381 12	23,063 89	587 43	40,032 44
City.....	22,428	67	3,140 96	9,225 05	228 66	13,404 66
Otsego.....	49,786	355	10,642 40	20,489 68	529 54	37,641 62
Putnam.....	16,790	73	3,422 24	6,498 42	168 11	10,088 77
Queens.....	68,424	212	9,938 56	28,144 06	728 07	39,610 69
Long Island City.....	15,587	50	2,344 00	6,411 82	165 86	85,453 18
Rensselaer.....	66,023	252	11,813 76	23,043 30	696 12	28,216 81
Troy.....	66,581	148	6,938 24	19,861 66	616 41	19,304 80
Richmond.....	35,190	96	4,453 60	14,476 77	874 52	15,623 11
Rockland.....	28,915	91	4,296 04	11,070 64	286 39	6,623 63
St. Lawrence.....	73,674	539	25,268 32	30,303 48	783 96	87,848 28
Saratoga.....	55,137	31	1,451 28	4,290 43	110 22	7,119 78
Schenectady.....	10,090	61	1,873 20	4,152 67	586 69	8,068 97
City.....	12,759	40	2,859 68	6,248 01	135 78	24,209 35
Schoharie.....	32,376	225	10,548 00	13,816 86	344 50	13,880 23
Schuyler.....	18,898	126	6,904 88	11,772 28	201 07	19,048 77
Seneeca.....	29,138	136	6,375 08	11,573 66	299 41	54,365 26
Steuben.....	73,688	478	25,408 64	30,370 94	785 68	28,450 67
Suffolk.....	51,873	221	10,360 48	21,336 23	651 97	33,325 90
Sullivan.....	31,911	185	9,141 60	13,948 28	360 84	52,185 71
Tioga.....	31,749	199	9,329 12	13,058 95	357 83	24,276 40
Tompkins.....	32,961	205	9,610 40	13,516 34	349 66	17,190 48
Ulster.....	86,124	353	13,611 04	36,247 04	667 69	52,185 71
Warren.....	23,280	136	7,313 28	9,575 49	247 71	34,553 96
Washington.....	4,114	804	14,251 52	19,790 15	511 96	31,290 74
Wayne.....	49,854	253	13,267 04	20,493 54	530 16	60,032 23
Westchester.....	103,564	861	16,623 68	42,567 79	1,501 96	22,420 99
Wyoming.....	30,562	203	6,578 68	12,678 93	325 41	14,066 17
Yates.....	19,670	123	6,166 34	6,080 65	206 30	89,600 00
Salaries of School Commissioners.....	4,707	31	.....	.....	.....	8,389 35
Indians.....	.....	.....	.....	.....	.....	1,375 87
Contingent fund balance.....	.....	.....	.....	.....	.....	.....
Total.....	4,703,665	20,628	\$966,384 32	\$1,632,738 64	\$50,000 00	\$3,085,000 00

* By special act Ulica is entitled to 118 quotas. † For separate neighborhood, from contingent fund. ‡ Includes \$25.00 for separate neighborhood.

TABLE No. 4.

ABSTRACT of the Statistical Reports of the School Commissioners of the State of New York for the year ending September 30, 1880.

COUNTIES. TOWNS AND CITIES.	TEACHERS.						No. of inspections by com- missioners.					
	1 Number of districts.	2 No. of licensed teachers employed at the same time for 28 weeks or more.	3 No. of children between 5 and 21 years of age, resid- ing in district Sept. 30, 1890.	4 No. of private schools.	5 No. of pupils attending private schools.	6 Average number of weeks school was kept by teach- ers duly licensed.						
								LICENSED BY				
								Local officers.	State Superin- tendent.	Normal school.	Males.	Females.
Albany, towns.....	152	182	14,088	2	100	20 5	210	21	28	110	149	271
Albany, City.....	26	229	35,411	41	4,474	41 0	173	7	65	25	220	.....
Colosse.....	85	43	7,901	4	500	30 3	85	1	11	3	44	.....
Allegany towns.....	255	922	13,825	2	25	30 4	530	4	7	146	415	330
Broome towns.....	212	244	10,088	2	28	31 0	416	14	6	117	319	268
Brighton.....	9	58	4,832	6	575	31 0	42	6	15	13	54	.....
Cattaraugus.....	338	338	10,631	8	80	20 5	585	9	13	104	418	474
Cayuga towns.....	275	272	12,667	3	182	20 1	450	12	3	165	315	450
Auburn.....	63	63	6,079	4	1,000	30 0	637	6	3	1	70	.....
Chautauque.....	286	411	19,894	10	570	22 5	627	41	26	205	408	278
Chemung towns.....	116	137	6,775	4	9	22 5	63	3	4	69	183	108
Elmira.....	7	77	6,207	2	366	40 0	245	2	2	6	70	.....
Chemung.....	377	313	11,165	3	38	31 8	575	6	6	109	388	597
Clinton.....	207	276	11,623	6	282	31 5	447	3	3	109	858	587
Columbia towns.....	173	198	12,091	13	220	37 0	256	23	17	116	180	339
Hudson.....	4	21	9,775	1	700	40 0	17	4	.....	3	18	.....
Cortland.....	165	185	7,575	.....	.....	30 6	223	8	12	107	226	308
Delaware.....	244	259	13,463	11	200	31 4	846	7	6	21	447	412
Dutchess towns.....	204	293	16,707	.....	.....	38 3	257	4	9	111	182	328
.....	41	260	16,707	.....	.....	38 3	257	4	9	111	182	328

Franklin	176	213	11,538	1	31	30.0	306	2	12	90	290	393
Putnam	177	158	10,146	1	10	23.8	294	16	9	97	290	393
Greene	180	156	10,046	3	347	32.9	271	14	9	91	199	241
Hamilton	180	157	1,281	6	81	28.5	271	14	1	19	154	241
Herkimer	184	253	13,090	23	61	33.8	324	7	13	126	218	309
Jerry	355	401	16,945	5	485	31.0	718	9	22	223	439	595
Watkins	47	72	8,128	8	300	40.0	63	3	8	40	40	13
Kings	72	131	9,801	10	928	41.1	135	9	21	23	1,340	933
Brooklyn	68	1,315	181,083	150	20,000	29.5	404	25	3	48	823	933
Lewis	211	237	10,536	3	49	35.4	343	4	3	69	290	387
Livingston	180	217	12,440	18	455	31.9	437	9	27	99	366	241
Madison	224	277	12,600	10	192	34.3	370	11	11	123	238	162
Monroe	219	254	17,588	127	127	40.0	234	10	10	134	234	230
Rochester	27	250	87,000	35	8,500	40.0	234	2	4	16	123	230
Montgomery	115	151	12,381	5	88	38.2	314	17	11	405	245	345
New York	308	8,045	385,000	200	40,000	33.6	343	249	62	119	233	161
Niagara, towns	183	194	13,740	24	1,116	40.4	47	9	1	5	47	794
Lockport	6	43	4,000	8	400	40.0	783	13	10	265	539	794
Oneida, towns	379	459	25,386	18	789	32.0	107	4	8	9	101	527
Ulster	101	101	11,812	11	700	40.0	582	21	2	208	397	527
Onondaga, towns	277	374	20,600	16	1,622	40.0	169	6	4	10	169	436
Syracuse	16	179	18,223	12	446	38.7	394	12	11	117	303	242
Ontario	185	262	14,925	9	691	40.0	63	15	6	6	54	537
Orange, towns	182	282	21,948	29	244	31.9	290	4	11	104	201	544
Newburgh	55	63	9,897	9	351	33.6	600	19	27	191	455	544
Orleans	128	167	9,289	10	76	40.0	3	2	16	228	408	397
Oswego, towns	240	849	17,446	4	1,249	31.6	610	10	12	38	69	117
City	24	67	8,677	8	48	39.7	87	8	12	62	160	199
Otsego	817	855	14,746	4	87	41.1	175	16	21	118	232	385
Putnam	61	73	4,495	3	984	40.8	68	1	7	14	194	154
Queens, towns	81	50	23,083	86	217	35.0	823	18	29	29	66	12
Long Island City	7	212	5,656	10	440	41.0	144	15	4	30	670	690
Rensselaer, towns	181	232	19,617	15	1,000	40.2	177	8	3	214	30	354
Troy	17	148	18,464	20	1,118	41.8	836	15	21	125	342	384
Richmond	28	95	8,514	14	570	40.4	28	7	3	49	65	119
Rockland	46	61	25,171	11	324	34.1	109	2	4	2	214	327
St. Lawrence, towns	485	539	16,463	15	15	35.9	37	1	7	183	214	327
Saratoga	223	294	3,235	4	450	33.7	230	7	2	82	121	182
Schenectady, towns	60	40	4,500	6	194	31.9	230	11	6	237	612	405
City	9	225	10,287	2	401	32.2	239	24	23	100	215	259
Schoharie	211	126	6,288	4	25	38.5	380	1	4	116	273	321
Schuyler	113	136	8,505	4	23	33.8	380	5	4	68	273	321
Seneca	96	136	24,659	2	556	33.7	381	1	4	68	273	321
Steuben	371	478	16,419	30	88	32.7	381	1	4	68	273	321
Suffolk	146	221	12,048	5	371	32.7	381	1	4	68	273	321
Sullivan	187	199	9,736	4	371	32.7	381	1	4	68	273	321
Tioga	151	199	9,736	4	371	32.7	381	1	4	68	273	321

TABLE No. 4—(Continued).

COUNTIES. TOWNS AND CITIES.	1	2	3	4	5	6	7					19
	Number of districts.	No. of licensed teachers employed at the same for 13 weeks or more.	No. of children between 5 and 21 years of age residing in district September 30, 1890.	No. of private schools.	No. of pupils attending pri- vate schools.	Average number of weeks school was kept by teachers duly licensed.	TEACHERS.					No. of inspections by com- missioners.
							LICENSED BY					
							Local officers.	State Superintend- ent.	Normal school.	Males.	Females.	
Tompkins	154	205	9,723	5	98	33.4	320	10	24	105	249	241
Ulster	229	323	29,918	8	114	39.6	469	25	83	194	322	317
Warren	139	154	8,480	1	206	29.9	274	5	18	78	201	262
Washington	238	304	15,057	11	206	32.5	515	13	18	157	384	402
Wayne	216	283	15,996	1	25	34.0	470	13	5	104	303	353
Westchester	151	381	34,350	78	5,216	40.3	343	39	25	106	301	249
Wyoming	171	203	9,477	4	91	31.0	354	3	10	102	285	355
Yates	102	123	5,966	4	93	32.9	216	6	.....	80	142	206
Total for towns	11,253	14,239	828,115	500	23,225	33.5	22,179	681	714	7,374	16,300	18,315
Total for cities	754	6,358	813,058	616	85,342	40.5	6,400	408	384	618	6,538	.....
Total for State	12,017	20,597	1,641,173	1,116	108,567	35.7	28,579	1,023	1,098	7,992	22,738	18,315

* By special act Ulster is entitled to 118 quotas.

COUNTIES. TOWNS AND CITIES.	8	9	10	11	12	Total.	13	14	15
	Residing in the district.	Resid- ing in other dis- tricts.	Total.	Of children residing in the district.	Of children residing in other districts.		Of children residing in the district.	Of children residing in other dis- tricts.	Total.
Albany, towns.....	9,254	328	9,582	4,254,794	59,846	4,314,680	900,458	11,650	812,108
City.....	14,049	.....	14,049	9,175,000	.....	9,175,000	1,842,525	.....	1,842,525
Cohoes.....	2,674	.....	2,674	1,550,386	.....	1,550,386	303,864	.....	303,864
Allegany, towns.....	10,559	537	11,096	5,687,431	133,317	5,820,748	855,384	23,328	878,712
Broome, towns.....	8,225	415	8,640	4,584,517	132,382	4,716,899	722,545	23,076	745,621
Binghamton.....	3,036	.....	3,036	2,165,790	.....	2,165,790	424,650	.....	424,650
Cattaraugus.....	12,920	459	13,379	6,992,011	160,622	7,152,703	1,149,528	28,688	1,178,196
Cayuga, towns.....	9,778	563	10,341	5,218,304	217,319	5,435,523	856,352	39,151	895,513
Auburn.....	2,969	.....	2,969	2,224,390	.....	2,224,390	453,756	.....	453,756
Chautauqua.....	14,101	899	15,000	8,857,126	359,197	9,186,323	1,453,914	57,790	1,521,285
Chemung, towns.....	5,497	165	5,662	2,720,001	49,467	2,769,468	453,913	8,368	462,281
Elmira.....	4,253	.....	4,253	3,032,000	.....	3,032,000	607,193	.....	607,193
Chemango.....	8,303	612	8,915	5,138,503	219,839	5,358,342	799,683	38,023	837,706
Clinton.....	12,249	239	12,488	5,892,485	109,819	6,002,304	916,672	12,294	928,938
Columbia, towns.....	8,590	202	8,792	4,188,437	65,656	4,254,093	765,861	12,127	777,988
Hudson.....	1,158	.....	1,158	710,655	.....	710,655	142,131	.....	142,131
Cortland.....	5,560	359	5,919	2,997,422	116,885	3,114,307	474,133	20,068	494,221
Delaware.....	10,751	287	11,038	5,653,683	121,518	5,775,211	902,611	19,981	922,592
Dutchess, towns.....	11,971	.....	11,971	6,158,407	.....	6,158,407	1,174,606	.....	1,174,606
Foughkeepsie.....	8,900	.....	8,900	2,016,900	.....	2,016,900	405,456	.....	405,456
Erle, towns.....	15,147	506	15,653	7,225,714	180,723	7,406,447	1,196,915	31,839	1,228,754
Buffalo.....	24,315	.....	24,315	13,995,000	.....	13,995,000	2,915,686	.....	2,915,686
Essex.....	8,448	308	8,756	4,353,326	83,045	4,436,371	655,290	15,596	670,886
Franklin.....	8,399	466	8,865	4,186,427	141,189	4,327,616	644,705	17,871	662,576
Fulton.....	7,990	129	8,119	3,890,918	41,162	3,932,080	673,746	7,870	681,616
Genesee.....	6,817	152	6,969	3,613,526	54,211	3,667,737	601,406	9,849	611,255
Greene.....	7,047	184	7,231	3,626,979	64,500	3,691,479	639,485	11,110	640,595
Hamilton.....	1,038	.....	1,038	460,594	.....	460,594	98,495	.....	98,495
Herkimer.....	9,867	299	10,166	5,824,168	112,485	5,936,653	911,204	30,253	941,457
Jefferson, towns.....	13,016	781	13,747	7,221,624	211,130	7,432,754	1,133,859	349,940	1,483,799
Watertown.....	2,154	.....	2,154	1,300,000	.....	1,300,000	259,976	.....	259,976

TABLE No. 4—(Continued).

COUNTIES. TOWNS AND CITIES.	NO. OF CHILDREN ATTENDING SCHOOL DURING THE YEAR.			AVERAGE DAILY ATTENDANCE DURING THE YEAR.			WHOLE NO. DAYS OF ATTENDANCE AT SCHOOL DURING THE YEAR.		
	8	9	10	11	12	Total.	13	14	15
	Residing in the district.	Resid- ing in other dis- tricts.	Total.	Of children residing in the district.	Of children residing in other dis- tricts.	Total.	Of children residing in the district.	Of children residing in other dis- tricts.	Total.
Kings, towns	4,850	98	4,943	2,802,088	38,082	2,840,150	506,989	7,964	514,853
Brooklyn	96,663	139	96,802	52,883,000	40,000	52,923,000	10,763,673	.....	10,763,673
Lewis	7,613	.....	7,613	3,841,743	.....	3,841,743	568,062	.....	568,062
Livingston	8,449	824	9,273	4,472,318	131,444	4,603,762	720,894	20,348	741,242
Madison	9,566	770	10,335	5,212,078	300,129	5,512,207	860,085	53,494	913,519
Monroe, towns	11,535	608	12,143	6,133,083	233,154	6,366,237	1,040,650	40,483	1,081,133
Rochester	12,871	.....	12,871	6,732,000	.....	6,732,000	1,732,084	.....	1,732,084
Montgomery	8,383	161	8,544	4,006,017	55,624	4,061,641	709,162	10,680	719,842
New York	218,889	.....	218,889	122,430,000	.....	122,430,000	28,573,699	.....	28,573,699
Niagara, towns	9,222	208	9,430	4,837,167	84,436	4,921,603	785,531	15,294	800,825
Lockport	2,691	.....	2,691	1,556,000	.....	1,556,000	203,401	.....	203,401
Oneida, towns	17,888	802	18,690	9,538,485	294,231	9,832,716	1,555,362	50,385	1,605,747
Utica	6,491	.....	6,491	3,737,000	.....	3,737,000	673,073	.....	673,073
Onondaga, towns	16,935	871	17,806	8,890,734	388,045	9,278,779	1,523,968	63,464	1,587,432
Syracuse	9,276	.....	9,276	7,129,000	.....	7,129,000	1,411,613	.....	1,411,613
Ontario	10,843	598	11,441	6,032,613	241,407	6,274,019	1,023,171	42,401	1,065,572
Orange, towns	16,259	408	16,667	7,874,104	168,669	8,042,773	1,550,815	38,008	1,588,823
Newburgh	8,348	.....	8,348	2,219,843	.....	2,219,843	452,788	.....	452,788
Orleans	6,925	403	7,328	3,653,583	174,377	3,827,960	616,106	32,415	648,521
Oswego, towns	4,056	380	4,436	7,600,355	132,726	7,733,081	1,210,361	21,641	1,232,002
City	11,569	519	12,088	2,867,000	169,809	3,036,809	565,940	.....	565,940
Putnam	8,370	61	8,431	6,423,708	21,867	6,445,575	1,023,434	28,860	1,052,294
Queens, towns	18,150	227	18,377	1,678,697	21,867	1,700,564	316,167	4,077	320,244
Long Island City	8,743	.....	8,743	6,707,667	107,863	6,815,530	1,834,807	21,449	1,856,256
Rensselaer, towns	12,064	162	12,226	2,271,000	82,023	2,353,023	463,429	.....	463,429
Troy	6,788	.....	6,788	6,319,862	.....	6,319,862	1,124,024	9,306	1,133,330
Richmond	6,753	244	6,997	6,613,000	103,000	6,716,000	1,129,194	.....	1,129,194
.....	.....	.....	.....	3,451,000	.....	3,451,000	682,554	21,560	704,114
.....	.....	.....	.....	3,451,000	.....	3,451,000	682,554	.....	682,554

St. Lawrence, Lewis	19,080	564	10,361,028	100,840	10,821,365	1,482,000	27,109	1,009,868
Ogdensburg	2,070	280	1,114,000	64,762	1,114,000	24,002	.....	221,002
Saratoga	17,860	17	6,178,938	74,762	6,253,698	1,080,250	10,367	1,105,657
Schenectady, towns	2,391	.....	1,064,400	.....	1,064,400	307,520	1,386	1,100,464
City	8,287	17	4,133,095	74,048	4,207,143	708,004	.....	1,001,152
Schoharie	4,160	211	2,345,763	50,057	2,400,820	382,950	13,150	721,152
Schuyler	4,371	211	3,080,190	94,298	3,174,488	532,942	17,544	352,148
Seneca	18,551	243	10,013,371	311,447	10,324,818	1,697,724	15,569	1,723,840
Seuben	18,551	243	10,013,371	311,447	10,324,818	1,697,724	15,569	1,723,840
Suffolk	1,253	115	6,171,525	78,190	6,249,715	1,097,093	15,336	1,162,419
Sullivan	9,827	113	4,083,106	28,153	4,111,259	807,097	5,267	1,102,419
Tioga	9,064	204	4,336,893	138,530	4,475,423	770,108	25,368	752,823
Tompkins	7,412	498	4,492,534	225,368	4,718,902	1,530,298	42,865	1,611,118
Ulster	19,900	182	9,283,158	72,618	9,355,776	1,413,508	14,832	1,428,340
Warren	8,869	20	9,716,559	5,688	9,722,247	1,037,754	1,489	1,039,246
Washington	11,647	594	6,202,962	209,320	6,412,282	1,076,947	34,832	1,082,690
Wayne	11,778	524	6,316,404	199,196	6,515,600	1,076,947	35,612	1,112,560
Westchester	19,381	446	9,798,447	202,515	10,000,962	2,149,617	40,692	2,180,309
Wyoming	7,304	280	4,055,856	136,027	4,191,883	640,815	24,635	466,450
Yates	4,616	205	2,573,084	81,562	2,654,646	426,146	14,600	443,746
Total for towns	582,436	20,706	307,231,807	7,506,005	314,737,812	52,667,788	1,330,091	53,997,879
Total for cities	428,451	.....	256,351,304	.....	256,351,304	51,983,963	.....	31,683,863
Total for State	1,010,887	20,706	563,583,111	7,506,005	571,089,116	104,651,751	1,330,091	105,681,742

SUPERINTENDENT OF PUBLIC INSTRUCTION.

77

Montgomery	7,255	8,107	77	.....	.....	97	13	.....	115	8,020,000	28,340	108,740
New York	29,303	12,400	.....	.....	.....	10	117	.....	127	10,000,000	.....	10,000,000
Newark	14,883	9,400	100	.....	.....	99	43	.....	168	140,640	27,013	140,640
New York City	4,066	3,400	.....	.....	.....	.....	43	.....	6	107,000	27,013	107,000
Onondaga, towns	18,014	8,439	219	.....	.....	384	19	.....	386	659,417	87,247	659,417
Utica	7,942	16,882	.....	.....	.....	.....	17	.....	18	274,155	50,350	274,155
Onondaga, towns	17,447	8,751	166	.....	.....	210	47	.....	27	156,000	30,357	156,000
Syracuse	13,631	25,000	.....	.....	.....	151	37	.....	16	249,629	50,350	249,629
Ontario	8,847	5,345	77	.....	.....	145	29	.....	208	30,125	184,000	30,125
Orange, towns	16,287	8,367	137	.....	.....	94	9	.....	185	185,616	185,616	185,616
Newburgh	11,974	22,000	.....	.....	.....	258	28	.....	318	183,230	183,230	183,230
Orleans, towns	6,268	4,388	157	.....	.....	300	5	.....	84	687,408	687,408	687,408
Oswego, towns	10,170	4,791	.....	.....	.....	81	3	.....	61	12,929	12,929	12,929
City	4,237	3,779	.....	.....	.....	55	3	.....	84	57,175	57,175	57,175
Osage	14,822	6,660	30	.....	.....	164	24	.....	189	30,710	30,710	30,710
Queens, towns	3,491	1,082	74	.....	.....	5	2	.....	7	10,000	10,000	10,000
Long Island City	18,027	10,542	.....	.....	.....	19	13	.....	14	207,333	207,333	207,333
Rensselaer, towns	14,688	6,491	117	.....	.....	19	10	.....	30	23,000	23,000	23,000
Troy	1,050	6,800	.....	.....	.....	19	10	.....	30	23,000	23,000	23,000
Richmond	7,161	6,848	23	.....	.....	19	10	.....	30	23,000	23,000	23,000
Rockland	6,385	2,742	.....	.....	.....	19	10	.....	30	23,000	23,000	23,000
St. Lawrence, towns	12,806	4,842	.....	.....	.....	19	10	.....	30	23,000	23,000	23,000
Ogdensburg	8,654	2,500	102	.....	.....	19	10	.....	30	23,000	23,000	23,000
Saratoga	11,104	6,000	.....	.....	.....	19	10	.....	30	23,000	23,000	23,000
Schenectady, towns	2,398	1,023	37	.....	.....	19	10	.....	30	23,000	23,000	23,000
City	3,100	4,900	.....	.....	.....	19	10	.....	30	23,000	23,000	23,000
Schoharie	6,769	2,418	101	.....	.....	19	10	.....	30	23,000	23,000	23,000
Schuyler	3,435	1,313	35	.....	.....	19	10	.....	30	23,000	23,000	23,000
Seneca	6,833	3,728	44	.....	.....	19	10	.....	30	23,000	23,000	23,000
Steuben	11,834	6,243	105	.....	.....	19	10	.....	30	23,000	23,000	23,000
Suffolk	16,490	7,128	127	.....	.....	19	10	.....	30	23,000	23,000	23,000
Sullivan	9,905	5,823	107	.....	.....	19	10	.....	30	23,000	23,000	23,000
Tioga	8,841	5,258	91	.....	.....	19	10	.....	30	23,000	23,000	23,000
Tompkins	1,076	5,535	53	.....	.....	19	10	.....	30	23,000	23,000	23,000
Ulster	19,405	11,733	153	.....	.....	19	10	.....	30	23,000	23,000	23,000
Warren	1,849	483	27	.....	.....	19	10	.....	30	23,000	23,000	23,000
Washington	14,506	9,006	144	.....	.....	19	10	.....	30	23,000	23,000	23,000
Wayne	7,433	191	144	.....	.....	19	10	.....	30	23,000	23,000	23,000
Westchester	20,253	22,868	123	.....	.....	19	10	.....	30	23,000	23,000	23,000
Wyoming	9,914	5,789	88	.....	.....	19	10	.....	30	23,000	23,000	23,000
Yates	3,695	2,018	34	.....	.....	19	10	.....	30	23,000	23,000	23,000
Total for towns	573,314	\$307,369	5,698	83	.....	10,030	948	.....	11,465	\$1,763,174	.....	\$10,516,581
Total for cities	162,839	\$178,290	.....	.....	.....	47	378	.....	434	\$4,725,063	.....	\$20,280,626
Total for State	735,653	\$485,649	5,698	83	.....	10,077	1,326	.....	11,899	\$6,518,237	.....	\$30,747,609

TABLE No. 5.

COUNTIES.		RECEIPTS.						Total.
TOWNS AND CITIES.		1	2	3	4	5	6	
Amount on hand October 1, 1873.	Amount apportioned to district.	Proceeds of gospel and school lands.	Amount apportioned to district.	Proceeds of gospel and school lands.	Raised by tax.	From all other sources. Teachers' board. Other sources not named.		
Albany, town.	\$4,539 01	\$23,900 04	\$1 50	\$37,785 57	\$4,414 80	\$384 21	\$74,325 13	
City	47,240 65	48,171 93	.....	145,477 81	.....	3,978 60	244,869 05
Colloes	23,494 06	10,185 78	.....	26,054 00	.....	668 52	60,302 38
Allegany	1,908 17	31,436 35	23 31	21,876 39	3,531 41	1,365 82	60,141 50	
Broome, town.	2,030 28	24,976 49	267 19	27,114 49	2,025 41	2,731 30	59,745 15	
Binghamton	6,907 55	10,630 40	.....	27,000 00	.....	45,530 23	88,063 03
Cattaraugus	2,439 49	35,284 22	5 00	42,971 01	8,424 50	1,002 27	75,428 40	
Cayuga, town.	3,278 41	31,288 25	2,451 65	31,288 25	1,651 24	4,568 81	67,540 50	
Auburn	26,200 41	11,810 17	.....	27,842 41	.....	5,496 00	146,539 22
Chautauque	15,551 30	48,300 96	.....	65,641 21	2,925 41	1,877 51	88,477 39
Chemung, town.	1,571 01	14,988 69	.....	19,805 76	1,721 85	14,120 34	68,562 71
Elmira	10,340 80	13,046 89	.....	38,894 50	.....	64,346 85	68,052 71
Chenango	1,483 24	83,407 39	1,050 88	20,836 27	7,797 77	8,471 18	73,407 61	
CClinton	1,265 94	33,959 16	412 34	33,959 16	632 77	1,364 73	69,725 87	
Columbia, town.	1,758 47	25,587 54	.....	30,147 86	735 40	2,617 30	57,158 01
Hudson	6,318 93	4,756 33	.....	11,000 00	.....	88 75	37,812 46
Cortland	653 48	19,525 17	613 71	12,828 41	1,791 75	2,239 95	73,669 91	
Delaware	1,191 13	84,350 68	398 35	19,947 15	.....	754 73	108,171 49
Dutchess, town.	7,103 83	36,106 65	.....	63,862 79	.....	1,068 22	50,940 24
Poughkeepsie.	14,062 09	12,270 49	.....	23,696 66	64 00	5,635 22	91,052 05
Essex	2,862 50	42,764 31	41	39,505 85	.....	56,023 57	479,798 63
Buffalo	135,449 48	70,371 63	.....	227,692 10	600 00	2,220 43	58,171 60
Franklin	2,017 35	25,865 48	1,963 14	27,040 91	.....	1,690 93	40,214 97
Fulton	849 70	22,857 42	222 93	21,030 62	574 80	2,257 61	50,467 83	
Genesee	2,985 92	20,562 48	404 05	25,250 02	1,515 41	1,097 14	61,010 63	
Greene	1,014 47	22,614 44	.....	35,041 64	.....	1,097 14	47,918 66
Hamilton	3,363 43	3,170 02	57 34	19,436 98	4,321 75	231 04	7,452 97	
Herkimer	9,105 90	30,120 17	.....	39,801 97	2,604 50	2,111 66	88,519 05

Jefferson, towns.	2,139 35	49,451 25	30 97	98,431 03	5,038 40	1,295 53	90,429 59
Waterloo	22,402 49	7,589 23	2 50	16,000 24	.....	3,787 47	30,312 70
Kings, towns	182,782 16	14,888 96	.....	41,910 24	.....	8,751 60	87,465 70
Brooklyn	2,252 31	298,383 91	.....	796,363 35	.....	57,737 74	1,306,669 16
Lewis	9,953 39	22,749 83	.....	12,608 28	1,718 75	283 02	38,049 19
Livingston	2,252 31	20,373 83	52 00	30,398 72	490 04	9,307 40	69,280 70
Madison	2,857 15	31,252 86	53 12	31,397 06	1,453 07	3,885 00	71,380 25
Monroe, towns	4,762 97	94,193 12	.....	44,631 34	207 00	4,405 74	88,885 17
Rochester	90,747 08	46,118 06	.....	123,632 00	.....	1,561 27	267,063 41
Montgomery	2,063 26	22,016 53	20 00	36,824 88	555 49	.....	62,232 32
New York	.....	591,699 54	.....	2,894,653 38	.....	.....	3,386,254 92
Niagara, towns	6,119 35	29,531 49	334 86	32,121 08	60 00	1,354 08	65,613 87
Leekport	17,111 00	8,194 02	.....	17,000 00	.....	3,634 02	45,940 94
Onondaga, towns	3,708 08	51,231 09	709 19	62,577 38	316 00	4,023 94	120,160 63
Utica	39,776 81	29,000 13	.....	66,800 00	.....	1,118 80	125,066 36
Onondaga, towns	1,704 28	29,000 13	3,255 25	66,800 00	675 00	10,240 04	123,194 04
Syracuse	52,677 22	29,000 13	.....	62,083 00	.....	3,716 83	177,911 37
Ontario	10,774 23	43,549 25	178 70	47,083 91	623 19	3,675 85	127,431 84
Onondaga, towns	1,438 25	10,774 23	.....	31,400 00	165 75	3,788 43	186,453 06
Newburgh	1,438 25	10,774 23	.....	31,400 00	.....	3,788 43	186,453 06
Orleans	1,438 25	10,774 23	.....	31,400 00	.....	3,788 43	186,453 06
Oregon, towns	3,403 51	40,361 35	345 11	30,560 59	.....	2,034 30	77,531 38
City	.....	40,361 35	.....	30,560 59	624 00	2,034 30	77,531 38
Osage	1,251 70	13,029 67	121 74	25,115 00	7,364 10	4,183 67	40,882 77
Pittman	1,177 41	37,023 61	.....	35,378 13	.....	4,662 90	84,294 77
Queens, towns	20,731 79	10,070 29	.....	19,869 91	.....	4,060 39	100,679 27
Long Island City	20,731 79	10,070 29	12,548 81	32,618 72	.....	.....	107,680 88
Rensselaer, towns	4,228 83	9,694 56	.....	30,113 86	114 00	5,332 70	107,680 88
Troy and	6,708 81	35,538 62	.....	62,500 00	.....	7,641 10	107,680 88
Rochester	11,471 07	19,531 75	16 00	62,517 43	.....	7,641 10	107,680 88
St. Lawrence, towns	3,240 30	15,589 94	70 00	30,501 75	6,003 44	2,753 12	107,680 88
Orleansburg	8,609 87	56,573 24	2,882 36	33,983 96	.....	2,269 01	107,680 88
Saratoga	14,333 49	6,508 56	.....	13,700 00	.....	7,407 52	113,549 89
Schenectady, towns	28,156 38	7,089 15	12 06	62,786 01	849 54	104 97	113,549 89
City	28,156 38	7,089 15	.....	62,786 01	.....	.....	113,549 89
Schoharie	643 85	8,091 60	.....	15,000 00	.....	.....	21,091 40
Schuyler	8,741 82	24,293 01	9 93	17,961 00	9,585 28	842 44	52,737 51
Seneca	9,302 64	14,437 44	540 85	12,543 53	1,496 46	367 77	52,737 51
Steuben	5,323 95	19,082 07	1,672 31	26,359 34	1,055 00	1,705 02	58,457 36
Suffolk	9,332 19	64,361 86	78 00	73,089 87	7,932 73	8,326 07	140,106 10
Sullivan	1,810 02	23,192 54	330 00	59,622 30	1,400 50	14,362 90	115,919 43
Tioga	7,745 10	27,642 84	.....	18,369 51	1,234 91	213 63	45,270 91
Tompkins	1,927 56	27,541 00	4 91	24,706 00	2,108 28	4,961 30	63,206 68
Ulster	8,392 84	24,806 04	1,650 64	32,578 46	2,456 19	6,961 81	69,865 70
Warren	3,353 10	67,238 07	74 04	65,238 07	4,699 16	2,734 22	134,371 63
Washington	3,186 40	17,101 80	24 08	13,913 36	1,344 40	1,180 06	52,947 90
Wayne	4,039 03	34,575 48	85 66	42,236 77	1,822 00	3,547 92	85,755 28
Westchester	50,313 23	35,005 48	244 11	46,633 44	1,188 66	4,054 93	91,225 55
	.....	90,870 80	1,062 20	204,715 70	.....	14,623 70	331,865 73

TABLE No. 5—(Continued).
 ABSTRACT of the Financial Reports of School Commissioners for the year ending September 30, 1880.

COUNTIES. TOWNS AND CITIES.	RECEIPTS.					
	1	2	3	4	5	6
	Amount on hand October 1, 1879.	Amount apportioned to district.	Proceeds of gospel and school lands.	Raised by tax.	From all other sources. Teachers' board. Other sources not named.	Total.
Wyoming.....	\$2,823 05	\$22,573 93	.....	\$25,752 87		\$54,246 69
Yates.....	486 87	14,790 49	.....	17,991 06	\$2,950 84	87,354 65
Total for towns.....	\$319,342 17	\$1,758,324 58	\$32,863 45	\$2,284,582 87	\$123,771 87	\$4,732,777 14
Total for cities.....	\$659,183 12	\$1,240,454 44	\$1,963 14	\$4,641,409 07	.....	\$6,658,111 62
Total for State.....	\$978,525 29	\$2,998,779 02	\$34,826 59	\$6,925,991 04	\$115,101 25	\$11,380,898 16
					\$328,963 45	

TABLE No. 6—(Continued).

COUNTIES. TOWNS AND CITIES.	PAYMENTS.										Total
	7	8	9	10	11	12	13	14	15		
	For teachers' wages.	For libraries.	For school apparatus.	For colored schools.	For school-houses, sites, fences, out-houses, repairs, furniture, etc.	For all other incidental expenses.	Forfeited in hands of supervisor 1st Tuesday of March, 1880.	Amount remaining on hand Sept. 30, 1880.			
Albany, towns.....	\$32,271 18	\$255 53	\$178 26	.....	\$13,001 09	\$5,423 12	.....	\$3,195 05	\$74,225 13	
City.....	141,434 78	1,263 77	430 18	.....	32,318 24	16,980 06	.....	52,453 02	244,899 05	
Cohoes.....	23,208 21	147 14	147 14	.....	8,098 30	6,138 90	.....	26,387 47	50,312 36	
Allegany.....	49,352 70	153 96	103 19	.....	8,006 06	4,032 50	.....	2,863 00	60,141 50	
Broome, towns.....	43,278 43	111 56	144 92	.....	10,069 12	4,568 09	.....	1,587 08	59,745 16	
Binghamton.....	27,730 24	642 90	87 00	.....	11,009 61	4,578 33	.....	1,583 18	45,530 23	
Cattaraugus.....	68,295 57	476 62	172 17	.....	11,354 55	5,298 33	.....	3,065 19	88,663 08	
Cayuga, towns.....	54,814 51	182 45	198 83	.....	5,318 72	10,865 12	.....	4,138 62	75,426 40	
Auburn.....	26,350 00	47 09	198 83	.....	7,439 18	6,500 03	.....	27,005 87	67,540 50	
Chautauqua.....	93,186 47	685 10	496 89	.....	29,915 75	15,171 31	.....	7,171 20	146,539 23	
Chemung, towns.....	28,039 87	18 25	88 91	.....	4,925 01	8,178 87	.....	2,364 00	38,477 39	
Elmira.....	40,635 20	141 77	65 05	.....	8,296 94	4,598 93	.....	1,746 82	64,346 35	
Chenango.....	58,231 70	154 14	118 05	.....	8,213 62	9,664 89	.....	5,501 87	73,407 61	
Clinton.....	50,882 33	183 74	132 94	.....	7,039 60	4,100 44	.....	1,494 38	69,725 87	
Columbia, towns.....	50,705 79	73 22	206 00	.....	12,174 20	4,100 44	.....	1,494 38	69,725 87	
Hudson.....	8,705 25	.....	120 00	\$365 75	6,116 62	105 25	.....	6,510 89	21,158 01	
Cortland.....	30,197 65	944 45	118 07	.....	2,966 86	2,801 86	.....	1,968 05	37,812 45	
Delaware.....	62,943 69	66 07	31 16	.....	5,583 28	3,530 99	.....	1,423 96	73,659 91	
Dutchess, towns.....	53,181 46	569 19	563 09	450 00	11,238 35	7,384 28	.....	4,756 12	108,171 49	
Poughkeepsie.....	24,945 09	2,736 29	2,212 60	.....	8,463 05	4,438 59	.....	12,214 67	50,049 24	
Erie, towns.....	68,540 79	645 80	157 12	.....	10,445 14	7,294 02	.....	4,020 67	91,032 05	
Buffalo.....	284,897 24	1,834 70	.....	963 40	25,022 57	28,296 81	.....	133,815 30	479,798 63	
Essex.....	45,283 16	203 25	93 84	.....	4,843 04	5,816 31	.....	2,482 52	58,171 60	
Franklin.....	76,202 21	496 83	79 16	.....	6,438 01	4,501 20	.....	1,507 56	99,214 97	
Fulton.....	28,976 54	242 47	423 11	.....	5,517 39	4,005 29	.....	1,280 02	49,214 97	
Genesee.....	39,357 29	309 40	146 35	.....	6,033 17	13,020 83	.....	3,143 48	61,010 68	
Greene.....	39,680 39	95 68	63 08	350 00	8,193 25	8,267 15	.....	1,027 56	47,618 68	
Hamilton.....	5,870 97	2 56	.....	.....	1,093 70	258 52	.....	287 22	7,452 97	
Herkimer.....	61,891 97	112 87	137 75	.....	12,539 89	5,916 99	.....	2,860 32	83,519 69	
Jefferson.....	69,018 26	97 05	165 60	.....	11,802 65	6,485 04	.....	2,883 66	90,426 59	
Watertown.....	17,991 00	641 73	221 95	21 47	3,902 09	6,615 94	.....	.....	29,573 70	

TABLE No. 5—(Continued).

COUNTRIES. TOWNS AND CITIES.	PAYMENTS.								Total.
	7	8	9	10	11	12	13	14	15
	For teachers' wages.	For libraries.	For school apparatus.	For colored schools.	For school-houses, sick-houses, out-houses, repairs, furniture, etc.	For all other incidental expenses.	Forfeited in hands of supervisor 1st Tuesday of March, 1880.	Amount remaining on hand Sept. 30, 1880.	
Kings, towns.....	\$37,263 59	\$238 08	\$757 10	\$473 70	\$12,500 79	\$13,866 95	.....	\$22,496 04	\$87,655 73
Brooklyn.....	732,377 63	.....	13,740 74	13,138 32	70,234 54	182,845 05	.....	294,343 87	1,306,009 16
Lewis.....	31,301 80	31 45	104 23	.....	3,753 67	2,231 94	.....	294,611 05	38,049 19
Livingston.....	46,099 16	535 84	692 34	.....	14,109 51	5,923 14	.....	1,871 71	69,230 70
Madison.....	55,371 32	129 91	242 24	.....	5,731 03	6,940 82	.....	2,959 65	71,280 25
Monroe, towns.....	67,233 82	156 23	238 94	.....	8,684 96	7,406 50	.....	5,146 40	88,625 17
Rochester.....	119,161 56	1,388 56	2,363 87	.....	86,141 88	21,023 51	.....	87,057 03	267,033 41
Montgomery.....	47,410 20	108 63	367 60	.....	8,274 22	4,249 75	.....	1,791 33	62,302 33
New York.....	2,503,770 61	.....	130,198 79	27,223 24	264,631 81	461,500 48	.....	.....	8,306,324 08
Niagara, towns.....	45,777 39	342 17	98 22	.....	7,169 90	5,515 55	.....	6,610 53	65,513 87
Lockport.....	22,518 47	210 05	133 65	.....	2,632 04	5,088 58	.....	14,269 14	45,940 94
Onondaga, towns.....	93,703 95	814 18	238 14	.....	10,567 06	9,858 84	.....	5,427 90	120,160 63
Utica.....	48,767 43	741 20	156 30	.....	26,734 24	9,190 93	.....	40,497 80	126,066 36
Syracuse.....	87,665 26	457 24	293 30	.....	13,553 33	12,887 10	.....	8,122 76	123,194 04
Ontario.....	83,216 49	1,748 49	2,585 29	.....	18,108 03	12,072 60	.....	60,182 67	177,911 57
Orange, towns.....	68,315 38	183 91	238 65	.....	12,453 19	6,445 63	.....	6,730 08	92,431 84
Orleans.....	96,825 24	968 81	470 76	458 84	11,563 37	10,247 20	.....	16,869 47	136,453 99
Newburgh.....	28,667 50	1,012 91	1,676 47	.....	5,714 60	7,263 99	.....	4 54	44,139 10
Orleans, towns.....	38,514 33	140 42	49 24	.....	6,746 11	4,000 50	.....	1,914 71	50,386 36
Cayuga, towns.....	69,844 53	234 70	178 63	.....	7,813 11	8,832 07	.....	2,628 15	77,631 66
City.....	27,867 16	233 37	66 71	.....	1,233 36	8,467 71	.....	1,014 04	40,962 59
Oscego.....	22,588 79	87 27	301 14	.....	9,339 04	6,751 65	.....	1,591 23	36,234 77
Putnam.....	94,716 97	886 86	3,316 94	2,607 45	24,051 88	12,801 98	.....	1,263 82	126,851 33
Queens, towns.....	26,112 19	1,968 15	124 75	.....	6,290 72	4,182 70	.....	21,114 30	160,479 29
Long Island City.....	68,971 10	.....	.....	.....	24,549 60	8,192 70	.....	1,256 83	40,050 17
Rensselaer, towns.....	77,768 00	235 66	3,569 49	750 00	4,070 89	17,348 73	.....	3,560 88	107,830 88
Troy.....	55,432 28	179 93	708 03	330 00	14,576 41	14,850 60	.....	7,442 06	99,097 63
Richmond.....	39,990 99	.....	.....	.....	12,764 26	5,202 50	.....	8,066 03	67,046 31
Rochester.....	10,463 61	226,310 43
St. Lawrence, towns.....	88,419 43	14 00	100 00
Ogdensburg.....	10,800 00	100 27

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City.....	18,773 84	135 96	51 82	106 00	1,182 27	2,817 72	281,091 40
Schoharie.....	45,028 03	21 28	125 90	2,254 11	4,461 67	52,127 51
Schuyler.....	24,589 62	66 46	46 39	.....	2,807 97	3,019 94	.....	.....	.....	52,487 77
Seneca.....	88,128 02	150 16	88 61	.....	7,853 19	4,368 61	.....	.....	.....	95,406 36
Steuben.....	99,900 27	223 97	408 61	.....	27,700 96	16,093 40	.....	.....	.....	149,180 10
Suffolk.....	76,964 78	376 60	829 96	.....	19,028 88	9,408 60	.....	.....	.....	115,919 49
Sullivan.....	88,466 24	103 40	87 11	640 97	4,448 52	2,893 25	.....	.....	.....	45,270 91
Tioga.....	45,375 13	97 75	159 60	.....	7,347 98	4,229 77	.....	.....	.....	61,206 68
Tompkins.....	50,381 21	1,110 27	448 14	.....	8,649 93	12,009 06	.....	.....	.....	69,886 70
Ulster.....	108,151 04	549 32	876 79	.....	6,740 45	7,779 23	.....	.....	.....	134,871 63
Warren.....	24,992 97	49 68	71 66	.....	6,991 78	1,735 88	.....	.....	.....	32,947 30
Washington.....	62,182 64	157 22	670 36	.....	9,128 85	9,311 82	.....	.....	.....	86,756 26
Wayne.....	64,404 00	699 07	159 48	.....	13,975 56	8,068 96	.....	.....	.....	91,223 56
Westchester.....	189,644 43	1,623 26	10,465 19	.....	50,999 38	26,107 47	.....	.....	.....	381,886 73
Wyoming.....	38,183 02	73 91	513 83	.....	5,469 53	7,704 90	.....	.....	.....	64,345 69
Yates.....	25,069 96	177 21	46 43	.....	6,790 80	2,724 51	.....	.....	.....	37,364 66
Total for towns.....	\$3,242,063 99	\$16,487 86	\$30,845 55	\$7,158 38	\$603,831 37	\$413,363 41	\$321 63	\$318,704 96	\$4,782,777 14	
Total for cities.....	\$4,236,897 89	\$13,910 63	\$165,221 42	\$41,823 96	\$541,969 78	\$823,551 38	.....	\$775,205 96	\$6,658,111 08	
Total for State.....	\$7,638,921 88	\$30,398 51	\$196,076 97	\$48,482 32	\$1,145,801 15	\$1,236,914 80	\$321 63	\$1,093,910 90	\$11,380,888 16	

TABLE No. 6.

STATEMENT of the investment of the capital of the School Fund at close of each fiscal year since its establishment, to September 30, 1880.

YEARS.	BONDS.		LOANS OF				Dist. of Columbia Bonds.
	For lands sold.	For loans.	1786.	1792.	1808.	1840.	
1805.		\$24,900 00					
1806.	887,674 83	42,800 00					
1807.	183,407 63	62,778 00					
1808.	212,246 91	83,403 00					
1809.	219,993 21	101,501 00					
1810.	222,702 97	69,653 75					
1811.	240,370 67	101,924 52					
1812.	263,743 26	143,965 38					
1813.	260,342 26	222,540 51					
1814.	268,124 86	245,034 17					
1815.	291,424 91	328,107 30					
1816.	320,165 53	392,076 93					
1817.	370,383 60	397,980 71					
1818.	316,434 39	360,000 17					
1819.							
1820.				\$500,000 00	\$449,076 00		
1821.		4,554 57		500,000 00	449,076 00		
1822.				496,177 50	449,076 00		
1823.	23,883 39			483,232 87	447,495 25		
1824.	85,719 12			450,660 92	443,990 50		
1825.	100,664 46			410,547 06	439,372 50		
1826.	112,751 28			392,549 40	434,182 50		
1827.	186,624 59		\$31,624 38	353,486 96	430,121 50		
1828.	201,611 65	1,500 00	30,095 21	332,561 35	426,303 54		
1829.	212,421 98	1,500 00	20,665 00	317,860 17	411,352 82		
1830.	242,613 52	18,800 00	10,157 22	300,071 54	393,461 53		
1831.	335,233 22	20,850 00	9,611 47	275,591 91	363,985 16		
1832.	570,009 23	17,663 06	9,158 59	246,537 63	332,092 75		
1833.	651,510 80	24,650 00	3,391 65	215,037 93	299,453 46		
1834.	801,646 29	40,665 00	2,828 87	201,000 66	285,193 04		
1835.	1,098,577 86	178,644 48	2,815 12	179,571 17	260,129 93		
1836.	1,151,860 48	190,330 89	2,815 12	160,038 95	242,078 44		
1837.	1,118,098 35	264,530 21	2,815 12	156,106 57	235,917 06		
1838.	1,094,221 62	267,596 29	2,815 12	150,981 58	232,106 06		
1839.	1,047,055 89	325,613 63	2,815 12	138,401 74	223,065 22		
1840.	1,022,200 85	409,087 14	2,815 12	134,508 61	222,098 22	\$1,500 00	
1841.	1,067,554 13	424,118 03		130,792 14	220,316 22	33,200 00	
1842.	1,011,305 07	409,316 11		115,995 72	221,176 85	33,200 00	
1843.	1,001,542 92	367,325 28		113,262 73	219,174 95	33,200 00	
1844.	975,711 13	338,561 87		110,671 23	214,886 26	8,200 00	
1845.	913,361 57	311,883 88		107,472 14	212,214 26	8,200 00	
1846.	867,024 23	293,941 43		105,232 60	208,469 84	8,200 00	
1847.	826,149 19	257,865 33		103,054 13	202,613 03	8,200 00	
1848.	744,854 97	236,901 74		97,363 14	198,771 03	8,200 00	
1849.	703,438 29	246,131 75		89,893 50	191,588 32	12,200 00	
1850.	710,975 40	198,269 02		17,982 86	21,757 81	41,326 00	
1851.	652,435 39	209,034 72		379 50	3,543 46	49,326 00	
1852.	584,010 87	217,845 36			946 45	49,326 00	
1853.	567,829 02	236,754 17			679 45	49,326 00	
1854.	540,932 91	248,963 97			299 31	49,326 00	
1855.	551,458 12	248,967 20			299 31	49,326 00	
1856.	535,926 19	234,233 05			299 31	49,326 00	
1857.	520,697 66	310,227 29				49,326 00	
1858.	515,198 78	319,193 11				49,326 00	
1859.	498,116 07	381,218 09				49,326 00	
1860.	455,210 53	370,253 41				49,326 00	
1861.	422,575 87	408,469 71				49,326 00	
1862.	412,163 73	375,747 61				49,326 00	
1863.	370,388 96	339,461 05				49,326 00	
1864.	335,189 17	285,028 15				49,326 00	
1865.	317,168 48	254,962 83				49,326 00	
1866.	290,303 17	197,388 54				49,326 00	
1867.	265,606 50	200,177 93				49,326 00	
1868.	229,990 08	202,401 66				49,326 00	
1869.	221,734 79	239,888 72				49,326 00	
1870.	214,820 13	215,431 69				49,326 00	
1871.	226,118 68	182,794 30				49,326 00	
1872.	217,003 65	175,379 30				49,326 00	
1873.	235,033 90	157,630 13				49,326 00	
1874.	247,746 59	152,750 54				49,326 00	
1875.	237,488 87	150,128 61				49,326 00	
1876.	220,285 21	145,611 22				49,326 00	
1877.	214,327 23	145,608 24				49,326 00	
1878.	194,034 55	142,243 67				49,326 00	
1879.	194,836 95	94,561 59				49,326 00	
1880.	180,188 50	54,511 03				45,951 00	\$99,500 00

TABLE No. 6—(Continued).

YEARS.	Bank stock.	State stocks.	United States stocks.	Comptroller's bonds.	Money in the treasury.	Bonds for escheated lands.	Quilrents, arrearages of interest, and miscellaneous.	Oswego city bonds.	Total amount of capital.
1895					\$1,874 10				\$26,774 10
1896	\$50,000				2,698 13				183,162 96
1897	64,000				16,978 93				397,164 56
1898	70,850				2,196 67		\$29,531 17		380,637 15
1899	79,100				2,350 30		24,231 46		428,177 91
1900	118,500				336 33		28,453 87		483,336 29
1901	165,000				2,338 37		48,831 13		568,464 69
1902	180,000				5,345 51		43,703 89		636,758 07
1903	255,000				35,955 43		36,830 19		822,064 94
1904	270,000				42,518 02		35,750 83		861,457 89
1905	270,000						41,482 92		934,015 13
1906	270,000								982,242 26
1907	284,000								971,364 51
1908	361,000				17,454 53		60,000 00		1,044,889 69
1909	180,000						100,000 00		1,229,476 00
1910	180,000						86,500 00		1,215,526 00
1911	180,000						52,011 41		1,185,641 98
1912	180,000				3,822 50	\$6,686 85	20,064 55		1,155,827 40
1913	180,000	\$13,000 00			8,827 94	8,853 63	7,620 23		1,172,913 28
1914	180,000	13,000 00			69,025 37				1,240,046 14
1915	284,000	168,000 00			9,520 56	11,781 88			1,319,886 46
1916	284,000	220,000 00			11,830 88	12,163 26			1,353,477 54
1917	284,000	220,000 00			97,653 00	11,676 37			1,611,697 80
1918	284,000	320,000 00			70,446 24	23,607 81			1,684,628 80
1919	284,000	395,826 00			45,091 72	26,363 55			1,711,081 24
1920	284,000	407,000 00			83,463 85				1,735,569 66
1921	284,000	407,000 00			61,887 64				1,734,159 40
1922	230,000	327,000 00			2,714 02				1,735,175 28
1923	230,000	338,000 00							1,734,046 84
1924	220,000	230,000 00							1,791,321 77
1925	183,050								1,875,191 71
1926	183,250				52,413 15				1,917,494 17
1927	102,300				64,111 29				1,919,647 68
1928	102,300				39,840 37				1,920,707 51
1929	102,300	1,720 79			55,266 05		\$2,700 00		1,932,421 99
1930	102,300	21,755 91			67,414 57		\$3,000 00		2,033,807 95
1931	102,300	21,755 91			117,542 10				2,036,825 68
1932	102,300	23,200 96			12,302 06				1,968,280 72
1933	102,300	23,200 96			48,797 91				1,975,463 15
1934	102,300	23,200 96			115,086 31				1,962,016 35
1935	102,300	23,200 96			219,384 85				2,060,632 41
1936	50,000	115,500 96		\$51,615 49	320,351 11				2,133,923 46
1937	50,000	115,500 96		51,645 49	413,928 46				2,170,514 47
1938	50,000	118,500 96		51,645 49	575,406 32				2,211,475 14
1939	50,000	248,500 96		151,645 49	143,236 81				2,243,563 36
1940	50,000	228,200 96		658,445 49	64,685 05				2,280,673 23
1941	50,000	218,200 96		884,981 65	152,179 53				2,325,449 72
1942	50,000	213,200 96		1,034,981 65	112,548 13				2,394,590 09
1943	50,000	193,200 96		1,052,984 65	206,578 80				2,383,257 23
1944	50,000	193,200 96		1,051,986 16	230,481 87				2,425,211 07
1945	50,000	193,200 96		1,043,341 33	229,147 49				2,457,550 86
1946	50,000	231,460 96		1,043,341 33	282,667 85				2,491,916 14
1947	50,000	231,460 96		1,043,341 33	347,329 30				2,526,392 24
1948	50,000	231,460 96		1,043,341 33	312,339 00				2,551,260 52
1949	50,000	936,502 29		356,300 00	294,740 34				2,586,251 16
1950	50,000	936,502 29		356,300 00	324,763 71				2,607,036 68
1951	50,000	1,135,057 24		356,300 00	385,444 45				2,625,476 94
1952	50,000	1,135,057 24		356,300 00	279,521 84				2,658,116 42
1953	50,000	1,135,057 24		356,300 00	394,019 06				2,694,552 33
1954	50,000	1,135,057 24		356,300 00	523,312 59				2,734,213 15
1955	50,000	1,135,057 24		356,300 00	603,006 22				2,765,760 77
1956	50,000	1,165,057 24		36,000 00	1,011,555 09				2,799,630 04
1957	50,000	1,165,057 24		36,000 00	1,061,297 67				2,827,465 34
1958	50,000	1,165,057 24		36,000 00	1,054,571 42				2,853,396 40
1959	50,000	1,165,057 24		36,000 00	1,038,010 26				2,880,017 01
1960	50,000	1,165,057 24		36,000 00	1,133,597 98				2,915,633 14
1961	50,000	1,165,057 24		36,000 00	1,226,480 30				2,978,576 52
1962	50,000	1,165,057 24		36,000 00	1,277,547 36				3,004,513 55
1963	50,000	1,165,057 24		36,000 00	1,310,866 28				3,029,513 55
1964	50,000	1,165,057 24		36,000 00	1,336,891 73				3,054,772 10
1965	50,000	1,165,057 24		36,000 00	1,381,706 96				3,080,107 68
1966	50,000	1,165,057 24		36,000 00	1,422,028 01				3,105,107 68
1967	50,000		\$50,000 00	250,000 00	2,388,301 31				3,130,762 78
1968	50,000		30,000 00		2,687,888 56				3,156,062 78
1969	50,000		445,000 00		2,382,561 00				3,226,285 54
1970	50,000		1,445,000 00		1,376,135 01				3,251,285 54

* Treasury notes.

TABLE No. 7.
COMPARATIVE STATISTICS of the Common Schools of the State for the fiscal year ending September 30, 1880, and for
the year ending September 30, 1875.
STATISTICAL.

	1880.			1875.		
	Cities.	Towns.	Total.	Cities.	Towns.	Total.
Number of school districts.....	754	11,263	12,017	704	11,291	11,995
Number of teachers employed at the same time for twenty-eight weeks or more.....	6,358	14,289	20,647	5,545	13,528	19,073
Number of children between five and twenty-one years of age.....	813,058	829,115	1,642,173	728,948	854,116	1,583,064
Average number of weeks each school was taught by duly licensed teachers.....	40.5	38.5	39.5	40.7	32.8	36.1
Number of male teachers employed.....	618	7,374	7,992	612	6,810	7,422
Number of female teachers employed.....	6,538	16,210	22,748	5,734	16,801	22,535
Number of children attending school.....	428,451	653,142	1,081,593	445,552	613,699	1,059,251
Average daily attendance.....	259,351	314,726	574,077	229,080	304,855	533,935
Number of times schools have been visited by commissioners.....	162,839	573,311	736,150	142,782	566,359	709,141
Number of volumes in district libraries.....	83	10,020	10,103	62	9,942	10,004
Number of school-houses, log.....	47	948	995	854	901	1,755
Number of school-houses, frame.....	878	404	1,282	854	429	1,283
Number of school-houses, stone.....	9	404	413	10	429	439
Total number of school-houses.....	434	11,465	11,899	428	11,362	11,790

FINANCIAL.

	1880.			1875.		
	Cities.	Towns.	Total.	Cities.	Towns.	Total.
RECEIPTS.						
Amount on hand at the beginning of the year.....						\$1,113,746 82
Apportionment of public moneys.....	\$659,153 12	\$319,343 17	\$978,525 29	\$944,096 83	\$297,000 47	\$1,240,845 13
Proceeds of the gospel and school lands.....	1,240,454 14	1,765,324 53	2,996,779 08	1,089,318 89	1,708,535 29	2,800,845 13
Raised by tax.....	1,963 14	32,868 45	34,836 59	40 51	38,738 80	38,779 81
Estimated value of teachers' board.....	4,941,409 07	9,284,652 87	6,965,991 94	5,127,230 57	8,994,897 40	8,124,127 97
From all other sources.....	116,101 25	213,868 20	329,771 87	13,708 29	203,640 13	203,640 13
Total.....	\$6,658,111 02	\$4,723,777 14	\$11,380,888 16	\$7,241,494 53	\$5,430,859 05	\$12,672,353 57
EXPENDITURES.						
For teachers' wages.....	\$4,298,597 80	\$2,342,022 08	\$7,598,921 88	\$4,071,500 93	\$2,778,167 15	\$7,849,667 88
For libraries.....	18,510 03	13,457 18	31,967 21	14,894 79	19,244 11	34,138 90
For school apparatus.....	168,321 34	87,441 13	255,762 47	183,575 23	87,464 58	271,039 77
For colored schools.....	41,258 92	7,133 36	48,392 28	62,717 27	9,633 85	72,351 12
For school-houses, sites, etc.....	541,949 75	603,937 27	1,145,831 15	1,126,107 23	801,359 70	1,927,466 93
For all other incidental expenses.....	825,151 26	413,397 41	1,238,548 67	538,814 46	631,575 64	1,170,390 10
Forfeited in hands of supervisors.....						
Amount on hand at the end of the year.....	775,205 95	818,704 98	1,093,910 90	948,757 28	294,243 82	1,242,999 10
Total.....	\$6,658,111 02	\$4,723,777 14	\$11,380,888 16	\$7,241,494 53	\$5,430,859 05	\$12,672,353 57

TABLE No. 8.
Teachers' Institutes, 1880. Spring Institute.

COUNTIES.	Place of meeting.	Date of beginning.	Number of weeks.	TEACHERS IN ATTENDANCE.			AVERAGE DAILY ATTENDANCE.			AVERAGE TERMS TAUGHT BY TEACHERS.			
				Male.	Female.	Total.	Male.	Female.	Total.	Aggregate days' attendance.	Male.	Female.	Total.
Albany.....	Knowersville.....	Feb. 9.....	1	27	72	145	54	50	104	523	11	9	10
Broome.....	Binghamton.....	March 22.....	1	44	184	228	96	153	188	941	4	3	6
Cayuga.....	Meridian.....	April 13.....	1	22	110	132	36	129	158	467	12	5	6
Chemung.....	Horseheads.....	March 24.....	1	51	141	192	85	124	209	648	8	5	6
Chenango.....	Norwich.....	May 29.....	1	92	180	272	85	144	229	1,023	4	5	6
Clinton.....	Plattsburgh.....	March 29.....	1	63	188	251	52	163	215	1,077	7	6	6
Columbia.....	Ghent.....	June 7.....	1	60	111	161	35	77	112	563	13	10	10
Dutchess.....	Poughkeepsie.....	May 31.....	1	70	171	241	65	163	224	1,139	19	10	14
Erie.....	Springville.....	April 6.....	1	23	78	107	24	77	96	488	9	6	6
Essex.....	Elizabethtown.....	April 19.....	1	60	133	193	181	121	185	827	6	6	6
Genesee.....	Batavia.....	April 2.....	1	69	185	254	54	154	208	1,040	8	14	14
Jefferson.....	Adams.....	May 26.....	1	27	59	79	18	16	74	372	6	5	5
Kings.....	Flatbush.....	April 10.....	1	71	81	156	64	54	63	814	6	5	5
Madison.....	Morrisville.....	April 6.....	1	70	140	210	28	9	73	101	506	6	5
Oneida.....	Utica.....	March 22.....	1	158	385	543	43	224	310	1,553	8	5	5
Onondaga.....	Syracuse.....	March 29.....	1	63	126	189	179	143	139	694	6	5	5
Ontario.....	Geneva.....	April 23.....	1	61	173	233	46	14	188	940	6	5	5
Oswego.....	Paris.....	June 11.....	1	60	137	197	34	34	48	239	15	11	13
Putnam.....	Coldspring.....	June 17.....	1	61	182	243	49	127	176	879	22	11	14
Queens.....	Jamaica.....	May 22.....	1	51	145	196	38	102	140	699	12	9	10
Rensselaer.....	Jansburgh.....	March 18.....	1	31	97	128	89	44	89	444	23	14	19
Richmond.....	Stapleton.....	May 19.....	1	33	75	108	24	23	44	236	18	8	13
Rockland.....	Sturton.....	May 19.....	1	32	101	133	24	23	44	236	18	8	13
St. Lawrence.....	Heron.....	March 18.....	1	41	179	220	75	59	118	589	10	6	7
Saratoga.....	Saratoga Springs.....	April 22.....	1	20	73	93	32	144	176	880	10	6	7
Schuyler.....	Watkins.....	March 22.....	1	66	133	199	18	63	71	355	4	4	4
Seneca.....	Watertown.....	April 12.....	1	63	173	236	49	121	170	849	14	8	9
Suffolk.....	Greenport.....	April 12.....	1	63	173	236	52	146	202	1,010	14	8	9
Warren.....	Marion.....	April 12.....	1	53	127	180	52	148	200	1,004	14	8	9
Washington.....	Mount Kisco.....	May 17.....	1	53	127	182	45	123	166	830	20	12	14
Yates.....	Penn Yan.....	April 19.....	1	31	96	127	20	73	93	466	6	7	7
Total.....				1,081	4,170	5,250	1,100	1,650	4,100	23,293	10	7	8

Teachers' Institutes, 1880. Fall Institute.

COUNTIES.	Place of meeting.	Date of beginning.	Number of weeks.	TEACHERS IN ATTENDANCE.			AVERAGE DAILY ATTENDANCE.			Aggregate days' attendance.	AVERAGE TERMS TAUGHT BY TEACHERS.		
				Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.
Albany.....	Berne.....	August 16.....	1	11	86	157	50	71	124	620	8	9	17
Alegany.....	Anchela.....	Oct. 1.....	1	111	296	823	97	171	268	1,944	4	4	8
Bronx.....	Binghamton.....	Oct. 1.....	1	41	153	274	55	100	155	1,775	4	4	8
Cattaraugus.....	Little Valley.....	Oct. 1.....	1	63	111	174	46	87	137	636	4	4	8
Cayuga.....	Moravia.....	Sept. 27.....	1	96	146	245	63	109	172	890	3	3	6
Chautauque.....	Chautauque Lake.....	July.....	6	55	169	224	31	115	146	875	10	4	14
Chemung.....	Horseheads.....	August 23.....	1	46	121	167	27	83	110	550	3	3	6
Columbia.....	Oxford.....	Oct. 1.....	1	105	160	304	67	123	190	650	3	3	6
Cortland.....	Ghent.....	Dec. 6.....	1	82	49	101	38	39	76	380	10	4	14
Crawford.....	Homer.....	Sept. 27.....	1	50	110	160	38	94	132	663	4	4	8
Delaware.....	Delhi.....	Sept. 13.....	1	123	197	320	53	122	174	870	4	4	8
Franklin.....	Hamburg.....	August 23.....	1	72	147	219	30	89	119	575	9	1	10
Fulton.....	Malone.....	Oct. 4.....	1	81	117	170	38	77	115	548	6	6	12
Genesee.....	Batavia.....	Oct. 11.....	1	63	180	223	45	115	160	800	6	6	12
Greene.....	Greenville.....	Sept. 6.....	1	87	132	219	66	111	177	895	6	6	12
Herkimer.....	Herkimer.....	Nov. 29.....	1	111	138	274	45	94	139	695	5	5	10
Jefferson.....	Clayton.....	Aug. 30.....	1	28	65	183	12	35	47	227	4	4	8
Lewis.....	Martinsburgh.....	Sept. 13.....	1	53	109	162	24	63	87	435	6	6	12
Livingston.....	Mount Morris.....	Sept. 13.....	1	54	124	198	38	95	133	638	6	6	12
Madison.....	Cazenovia.....	Sept. 20.....	1	73	149	222	58	115	173	862	6	6	12
Monroe.....	Spencerport.....	Aug. 30.....	1	63	132	195	40	82	122	610	14	14	28
Montgomery.....	Fort Plain.....	Oct. 25.....	1	67	140	207	47	95	142	713	9	9	18
Niagara.....	Lockport.....	Sept. 11.....	1	120	183	313	73	122	195	973	6	6	12
Oneida.....	Rome.....	Oct. 4.....	1	101	185	296	54	82	136	862	8	8	16
Onondaga.....	Fayetteville.....	Oct. 4.....	1	10	150	220	46	103	149	746	16	16	32
Ontario.....	Canandalgus.....	Sept. 27.....	1	41	112	153	24	67	91	456	3	3	6
Orange.....	Middletown.....	Sept. 27.....	1	71	168	239	38	90	127	684	3	3	6
Oswego.....	Albion.....	Oct. 4.....	1	101	203	304	77	147	224	1,250	3	3	6
Otsego.....	Mexico.....	Sept. 20.....	1	116	131	247	103	119	222	1,111	11	11	22
Heussler.....	Copertown.....	Aug. 20.....	1	57	123	180	36	75	111	550	3	3	6
St. Lawrence.....	Gouverneur.....	Sept. 6.....	1	35	136	191	29	131	160	800	3	3	6
Saratoga.....	Ballston.....	Dec. 20.....	1	99	123	209	64	95	159	795	6	6	12

TABLE No. 8—(Continued).

COUNTIES.	Place of meeting.	Date of beginning.	Number of weeks.	TEACHERS IN ATTENDANCE.			AVERAGE DAILY ATTENDANCE.			Aggregate days' attendance.	AVERAGE TERMS TAUGHT BY TEACHERS.		
				Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.
Schenectady	Schenectady ..	Sept. 6 ..	1	20	49	78	14	32	46	238	10	11	21
Schoharie	Cobleskill	Oct. 25 ..	1	133	149	284	56	90	146	285	7	3	10
Schuyler	Watkins	Oct. 11 ..	1	50	87	137	30	59	89	140	4	4	8
Steuben	Avoca	Sept. 30 ..	1	53	112	165	33	83	116	158	3	3	6
Sullivan	Liberty	Sept. 30 ..	1	41	115	157	24	83	107	137	3	3	6
Tioga	Owego	Aug. 15 ..	1	54	104	158	46	104	150	1,150	8	8	16
Tompkins	Ithaca	Sept. 13 ..	1	62	130	192	50	107	157	786	3	3	6
Ulster	Ellenville	Oct. 18 ..	1	35	70	105	30	51	81	413	3	3	6
Warren	Warrensburgh ..	Sept. 30 ..	1	33	105	137	24	54	78	415	3	3	6
Washington	Salem	Aug. 30 ..	1	33	220	253	60	144	204	1,083	4	4	8
Wayne	Reese	Aug. 30 ..	1	90	123	213	59	73	132	664	4	4	8
Wyoming	Wayne	Oct. 25 ..	1	67	138	205	41	89	130	650	4	4	8
Yates	Penn Yan	Sept. 20 ..	1	45	70	115	23	36	59	323	4	4	8
Allegany and Cattaraugus Reserve'n.	Versailles	Nov. 15 ..	1	16	29	45	12	23	35	175	4	4	8
Total .....	.....	.....	.....	3,305	6,303	9,608	2,251	4,497	6,748	33,574	6	6	12

8. ON TTTT

STATISTICS of Attendance, from reports of Local Boards, for the year ending September 30, 1880.

NORMAL SCHOOLS.

[illegible]

TABLE No. 9 — (Continued).
FINANCIAL STATISTICS, from reports of Local Boards, for the year ending September 30, 1880.

SCHOOL	VALUE OF SCHOOL PROPERTY.				MONEYS RECEIVED.				
	Lots and buildings.	Furniture.	Library and apparatus.	Total.	Balance with Local Board, Oct. 1, 1879.	From the State.	From academic, intermediate and primary tuition.	From other sources.	Total.
Albany...	\$75,000	\$4,000	\$6,500	\$85,500	\$157 50	\$20,506 77	\$1,310 00	\$7 10	\$21,981 46
Brookport...	125,000	5,000	10,000	140,000	689 18	17,154 17	1,891 00	21 60	19,755 95
Buffalo...	100,000	7,067	7,847	114,914	405 29	17,598 81	75 00	...	18,079 10
Cortland...	93,750	6,500	8,260	108,516	1,767 00	23,626 78	86 00	...	25,479 78
Fredonia...	97,000	5,500	7,883	109,883	...	18,005 59	175 76	8 89	18,190 74
Genesee...	106,000	5,800	7,900	119,700	308 96	18,050 56	1,682 90	...	20,042 42
Oswego...	80,000	7,000	11,000	98,000	8,414 74	84,380 47	...	254 00	43,008 30
Potsdam...	100,440	5,578	8,652	114,650	401 02	17,871 87	391 00	104 42	18,768 31
Total...	\$777,190	\$46,445	\$67,628	\$891,163	\$12,143 78	\$167,154 02	\$5,611 66	\$395 00	\$185,305 06

SCHOOL.	MONEYS PAID.					
	For normal instruc- tion.	For academic, inter- mediate and pri- mary instruction.	For library and ap- paratus.	For repairs of build- ings and improve- ment of grounds.	Other expenses.	Balance Sept. 30, 1880.
Albany.....	\$14,833 00	\$1,900 00	\$435 21	\$2,913 52	\$3,239 27	\$6 40
Brockport...	14,500 00	1,850 00	848 89	387 13	1,438 15	751 78
Buffalo.....	14,025 00	150 00	899 20	683 29	2,005 57	316 04
Cortland...	11,500 00	2,800 00	992 97	5,084 17	3,576 29	1,546 85
Fredonia..	10,000 00	4,900 00	325 91	905 41	1,880 89	117 53
Geneseo.....	10,295 00	3,500 00	555 11	1,171 88	*4,320 02	290 41
Oswego.....	13,305 00	.....	114 07	24,625 64	4,963 59	.. .. .
Potsdam.....	11,440 00	2,700 00	585 74	1,412 17	2,635 49	14 91
Total.....	\$69,898 00	\$17,100 00	\$4,737 10	\$36,503 21	\$23,969 27	\$3,097 48
						\$185,305 06

* Includes loss of \$176.08.

(A.

CHAMBER OF COMMERCE OF THE STATE OF NEW YORK.

NEW YORK, *December 4, 1880.*

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—Pursuant to the instructions of the Chamber of Commerce, I herewith inclose to you a copy of the report of the annual examination of the Nautical School of the Port of New York, on the school-ship "St. Mary's," on the 13th of October last, by the Council appointed by the Chamber.

I have the honor to be, with great respect, your obedient servant,
GEORGE WILSON,
Secretary.

ANNUAL EXAMINATION OF THE NAUTICAL SCHOOL OF THE PORT OF
NEW YORK.

REPORT OF COUNCIL.

To the Chamber of Commerce :

The Council of the Nautical School of the Port of New York respectfully beg to submit the following report :

The annual examination was held on Wednesday, the 13th of October, and your Council were assisted in the work by Captains E. Spicer, Jr., J. H. Winchester and M. P. Smith, who kindly consented, at the request of the Council, to serve as the Committee of Experts. Their report, which is printed in connection with the report of your Council, will show in detail the method of conducting the examination and inspection, which does not differ materially from that followed in the previous years. Your Council were as usual satisfied with the condition of the ship, and with the neatness, order and discipline maintained. The health of the boys has been very good, as is shown by the report of Surgeon J. W. Ross, which is appended hereto.

During the year there has been under instruction a monthly average of 105 boys. The graduating class this year numbers 46. Of these, 20 have either gone to sea, or obtained employment on vessels soon to leave, and the rest are in a fair way of being provided for.

The concluding exercises this year were attended by many ladies and gentlemen, and addresses were made by President Walker, of

the Board of Education, Mr. Jackson S. Schultz, Gen. Alexander Webb, ex-Mayor Hunter, of Brooklyn, and others.

Prizes were presented on behalf of the Chamber of Commerce by Mr. George W. Lane, Vice-President, and the recipients were as follows: Charles Filley, silver medal; John V. Fann, bronze medal; Alfred Decker, second bronze medal.

Mr. Charles H. Marshall presented, on behalf of the Board of Education, a marine glass to William N. Milner, for excellence in seamanship; and, on behalf of School Commissioner Henry E. Pell-lew, the following money prizes: \$10 to John B. Price, for general excellence; \$10 to Charles Filley, for the best journal of the cruise; \$5 to Francis H. Hammond, for neatness.

To Theodore W. Osterheld, a copy of Luce's work on Seamanship was given by the officers of the ship, for general excellence and scholarship.

To Mortimer H. Rogers, a copy of Bowditch's Navigator was awarded (the gift of Mr. George W. Blunt) by the unanimous vote of the class, who were in this way permitted to express their choice of the most popular member.

There has been no change in the command of the "St. Mary's" since the last report. The list is as follows:

Commander Henry Erben, U. S. N., Superintendent; Lieutenant John J. Hunker, Executive Officer; Lieut. Arthur P. Osborn and Lieut. George A. Norris, Instructors; John W. Ross, Surgeon.

To these gentlemen great credit is due for their energy and untiring pains in maintaining the high character of the school, and in preparing the scholars for the nautical profession.

It may be interesting to refer briefly to the annual cruise of the ship, which took place during the past summer. The "St. Mary's" left New York on the 12th of May, visited Glen Cove and New London, and thence proceeded to Lisbon, Cadiz and Madeira, returning to New York by the way of Newport on the 11th of October, after a voyage of nearly 8,000 miles.

During the cruise the boys were instructed in every branch of their profession, and were made familiar with practical work on shipboard, particularly sail-making and rigging. Their appearance and deportment attracted general attention, and they were everywhere regarded as favorable specimens of young American sailors.

The usefulness of the school can be best shown by the fact, that there are at this time over forty graduates who are now officers of ships. The Council trust that this work of educating young men for the mercantile marine may not only be continued but enlarged.

All of which is respectfully submitted.

(Signed) CHARLES H. MARSHALL, *Chairman*,
THOMAS P. BALL,
JOHN S. BARNES,

Council of the Nautical School.

NEW YORK, November 30, 1880.

REPORT OF THE COMMITTEE OF EXPERTS.

To the Council of the Nautical School of the Port of New York :

GENTLEMEN.—Having, at your request, examined the school-ship “St. Mary’s,” on the 13th inst., your committee beg to state, that the vessel is well adapted for the purpose of a “school-ship,” especially in having good, roomy decks and quarters. Particular attention appears to be given to ventilation and cleanliness, and the sanitary conditions are all that could be desired.

The health of the boys seems excellent, owing in large part no doubt to the life on shipboard. The discipline is highly to be commended, and a good understanding appears to exist between the officers and boys, for which the former are deserving of great credit.

The examination of the lads in navigation showed that they understood thoroughly the different methods of obtaining the latitude and longitude, and the variations of the compass, and were acquainted, not alone with the theory, but with the practical details also.

Their further examination in the various departments of seamanship, such as splicing, knotting, etc. (work usually required to be done on shipboard), showed them to be quite proficient, and would do credit to much older and more experienced sailors; also in making and repairing sails, the result was very satisfactory, and some individual specimens were exceptionally good.

They were exercised by their officers in making and taking in sail, which was done in a very seamanlike and expeditious manner.

In conclusion, your committee beg to say, that they were very much pleased with the ability displayed by the boys in all departments; and they congratulate the Commander, Captain Erben, and his officers on the efficient state of their ship throughout. They feel that the city of New York is doing a good work in this enterprise, and only wish there were more “St. Mary’s.”

Yours very respectfully,

(Signed)

October 15th, 1880.

E. SPICER, JR.,
J. H. WINCHESTER,
M. P. SMITH.

To CHARLES H. MARSHALL, *Chairman,* }
JOHN S. BARNES, } *Council.*
THOS. P. BALL, }

REPORT OF SURGEON.

NEW YORK NAUTICAL SCHOOL-SHIP “ST. MARY’S,” }
NEW YORK CITY, Dec. 1, 1880. }

SIR.—The excellent sanitary condition of this vessel, set forth in my report of December 1, 1879, has been maintained up to the present time.

During the last spring and summer an epidemic of mumps prevailed among the boys. There were forty-one cases, all terminating in entire recovery. It is somewhat singular that the first case made its appearance at sea, more than three weeks after our departure from New London, in a boy who did not remember having undergone any exposure to the disease for several months prior to his attack.

The daily average number of persons on board for the past twelve months has been one hundred and forty-four.

I would call attention to the remarkable fact that during the six years the *St. Mary's* has been on her present duty, not a single death, either from disease or accident, has occurred among her inmates. Than this, no more satisfactory evidence could be desired that she is a healthy and lucky ship.

I have the honor to be,

Very respectfully yours,

(Signed)

J. W. ROSS,

P. A. Surgeon, U. S. N.

Captain HENRY ERBEN, U. S. N.,

Commanding "St. Mary's."

(B.)

CIRCULAR RELATING TO STATE CERTIFICATES, AND REPORTS OF THE EXAMINING COMMITTEES.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, May 1, 1880. }

To School Commissioners and City Superintendents of Schools:

In pursuance of section 5, chapter 567, Laws of 1875, I have ordered that examinations of applicants for State certificates be held, commencing on Tuesday, the 27th day of July, 1880, at o'clock, P. M., at the High School buildings in Albany, Binghamton, Brooklyn, Buffalo, Elmira, Plattsburgh, Syracuse and Watertown.

Competent persons will be present to conduct the examination, the results of which will be reported to me, and such of the candidates as have given satisfactory evidence of their learning, ability and good character, will receive certificates qualifying them to teach in any of the public schools of the State without further examination.

Candidates must be present at the beginning of the examination, produce testimonials of character, and must have had at least three

years' experience as teachers. They must pass a thorough examination in the following named branches: Reading, spelling, writing, grammar and analysis, composition, geography, outlines of American history, arithmetic, elementary algebra and plane geometry.* They will also be expected to have a general knowledge of book-keeping, rhetoric, the natural sciences, linear and perspective drawing, general history, general literature, methods, school economy, civil government and school law.

The examinations will be open to candidates residing in any part of the State.

You will please notify such of the teachers under your jurisdiction as you may think would like to apply for State certificates, of the time and places of these examinations, and I will thank you to send, or cause to be sent to me, as early as possible, the names of persons who intend to be present thereat, and at what places.

Your obedient servant,

NEIL GILMOUR,

Superintendent.

ALBANY, N. Y., August 3, 1880.

HON. NEIL GILMOUR, ●

Superintendent of Public Instruction:

SIR. — The committee appointed to conduct the examinations in Albany, for State certificates, would respectfully report:

The examinations were held in the High School building on July 27, 28 and 29. Six candidates presented themselves for examination, and after carefully inspecting their work, and noting results, we are unanimous in recommending the following as deserving a State certificate, viz.: E. E. Ashley, Waterford; U. H. Brown, Red Hook.

Very respectfully yours,

J. L. BOTHWELL,
CHAS. W. COLE.

BINGHAMTON, N. Y., July 29, 1880.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In accordance with your directions, we were present at the High School building, Binghamton, on Tuesday, July 27, at 2 o'clock, P. M., for the purpose of conducting an examination for State certificates.

Four candidates presented themselves, but one left upon learning of the general scope of the examination. The three that remained

* In place of geometry, candidates may offer themselves, if they choose, for examination in Latin, as far as three books of Cæsar.

passed a very creditable examination in the technical subjects taught in the common schools, but in regard to general and professional subjects two of them were very weak. Only one passed the whole examination successfully, and we would recommend that a certificate be issued to Charles Willard Wasson, of Portville, Cattaraugus county, N. Y.

He passed above the required standard in all the branches, and he showed a familiarity with educational principles in the highest degree creditable to him. He is a graduate of Cornell University, and has had some six or eight years' successful practice as a teacher. He is the man who so successfully presented the matter of industrial education at our association at Canandaigua.

Truly yours,

JAMES JOHONNOT,
GEO. L. FARNHAM.

BROOKLYN, N. Y., July 31, 1880.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—We, the undersigned committee appointed by you to conduct the examination of candidates for State certificates, held in the city of Brooklyn, July 27, 28, 29, and 30, 1880, would respectfully report:

Eleven candidates appeared for examination.

We recommend that certificates be issued to the following persons, they having satisfied us that they possessed the requisite literary qualifications, and have had at least three years' successful experience in teaching: Alonzo J. Wilson, Mamaroneck, N. Y.; Eugene Porter, Ghent, N. Y., and Robert P. Webb, No. 41 Butler street, Brooklyn.

Isaac Hamburger, of East New York, has passed successfully the literary acquirements.

We recommend that he be notified officially of the fact, and that he be granted a certificate without further examination when he can present evidence of two and one-half years' successful experience in teaching obtained after this date. We recommend generally that the standard of State examinations be no less severe than the present, and that certificates be restricted in all cases to those who have had three years' experience in teaching.

We deem it of the utmost importance that a State certificate should continue to be an evidence of superior qualifications.

Very respectfully,

JOHN KENNEDY,
THOS. W. FIELD.

BUFFALO, N. Y., July 29, 1880.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—The undersigned, appointed by you to aid in conducting the examination of applicants for State certificates as teachers, at Buffalo, beginning July 27, 1880, respectfully presents the following report:

The examination began in the High School building in the city of Buffalo on the day above named, as appointed, and as no other examiner appeared, was conducted by myself alone.

Three persons entered the examination, of whom two were successful, namely: Edson J. Quigley and Clarkson A. Hall, both of Gainesville, Wyoming county, N. Y.

I take great pleasure in recommending them as fully qualified to receive State certificates at your hands.

Respectfully submitted,

R. E. POST,
Examining Committee.

ELMIRA, N. Y., August 3, 1880.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—By your direction, the undersigned held an examination for State certificates in the city of Elmira, on Tuesday, Wednesday and Thursday, July 27, 28 and 29, 1880.

Of the five persons who entered and passed through the entire examination two were successful in reaching the required standard of excellence, viz.:

Miss Gertrude Miller, of Penn Yan, Yates Co., N. Y.

Mr. Abial B. Davis, of North Cohocton, Steuben Co., N. Y.

Having found them qualified, not only as to literary and scientific attainments, but also as to age, moral character and successful experience, we recommend them as suitable persons to receive State certificates.

Yours respectfully,

FRANCIS P. LANTRY,
M. M. MERRELL,
Examiners.

PLATTSBURGH, N. Y., July 29, 1880.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—We have the honor to report, that, at the examination held at Plattsburgh, two persons appeared, one of whom failed, and the other was successful.

We recommend that the successful competitor, Miss Kate B. Emerson, receive a certificate from the Department of Public Instruction. Her address is at Cadyville, Clinton county, N. Y.

Respectfully,

C. T. BARNES,
JOHN E. MYER,
Committee.

SYRACUSE, N. Y., July 28, 1880.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — We, the undersigned examiners of candidates for State certificates in this city, have the honor to report:

Ten applicants presented themselves for examination at the High School building, July 27th, of whom six passed a very creditable examination indeed, and are hereby recommended as well worthy to receive State certificates to teach common schools in this State.

The following is a list of their names, with post-office address :

Arthur B. Rider, Hastings.

Arthur C. Sheldon, Delphi, Onondaga Co.

Milo C. Sharp, Liverpool, Onondaga Co.

Fred. V. Lester, East Venice.

Augustus S. Downing, Palmyra.

Vincent A. Crandall, East Syracuse.

Respectfully submitted,

CHAS. T. POOLER,
EDWARD SMITH.

WATERTOWN, N. Y., July 29, 1880.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — The committee appointed by you to hold an examination for State certificates, at Watertown, N. Y., commencing July 27, 1880, beg leave to report as follows :

Such examination was held at time and place mentioned; that six candidates appeared for such examination, and of that number the following named persons, being well recommended in regard to moral character, and having had more than three years' experience in teaching, and having answered a sufficient percentage of all the questions proposed at said examination, are entitled to receive from you a State certificate, they having conformed to all the requirements of the law.

The following named persons are entitled to certificates at your hand :

Albert B. Watkins, Adams, Jefferson Co., N. Y.

Mary M. Mitchell, Adams, Jefferson Co., N. Y.

George E. Satchwell, Thousand Island Park, Jefferson Co., N. Y.

The committee also desire to report that Fred A. Baldwin, of Watertown, Jefferson county, attended said examination at Watertown, commencing July 27, and that he passed an excellent examination, but lacks the experience required by law, having taught less than three years. Your committee desire to recommend him to your consideration, and ask that after he has taught another year successfully, as reported by the school commissioner of the district in which he teaches, that he may receive a State certificate without further examination.

HENRY C. NORTHAM,

FRED SEYMOUR,

Examining Committee.

(C.)

REPORT OF THE PRINCIPAL OF THE NEW YORK
INSTITUTION FOR THE INSTRUCTION OF THE DEAF
AND DUMB.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In accordance with your request, I do myself the honor to report that, of the State pupils selected by you under the laws of the State to be instructed in this institution, the number in attendance within the year ending September 30, 1880, was 291. In addition to this number, were supported by the counties, of pupils under twelve years of age, 171; by the State of New Jersey, 81, and by their friends, 10; making a total of 553.

The average number of pupils supported by the State was 276, at an average cost to the institution of \$249.97, reimbursed by the State by an appropriation of \$250 each. The State appropriation for the year commencing October 1, 1880, which will be \$225 per pupil, will be entirely inadequate, and must be supplemented from other sources. It is to be hoped that the next Legislature will restore the *pro rata* to \$250 as the amount which experience has shown to be absolutely necessary for the proper education and maintenance of each pupil.

The pupils are taught in 28 classes by 16 teachers, 12 of the teachers working double the usual number of hours, teaching two

classes, and four, one class each. There are, also, two special teachers — one of articulation, and the other of drawing, painting and designing — making with the principal, an actual force of 19, and an effective force of 30 teachers.

The system of instruction pursued is Eclectic, the result of sixty — three years of study and observation. The primary object is to give to the pupil, dumb because he is deaf, an available knowledge of the English language, so that he may attach full signification to written words as employed in communication, conversation and argument, and may use these words forcibly and correctly in the expression of his own ideas. The best method of accomplishing this great achievement has long engaged the attention of men of learning and philosophic acumen, but, it is believed, that nowhere have the principles involved been made the subject of more thorough investigation, or of more successful application than among the very able teachers who have been connected with this institution.

The difference of opinion existing between the representatives of the two opposing systems, through which was originally sought the restoration of the toto-congenital deaf-mute to intercourse with society, and to communion with the master spirits whose thoughts have been embodied in visible form and preserved through the medium of books — at one time radical — has been so harmonized through the developments made in this and other institutions, that the question is no longer one of philosophy but of intermediaries.

There was a time when it was thought by one class of teachers that by the simple adaptation to the interpretation of words of the language of gestures, which is the spontaneous outgrowth of the deaf-mute's natural mode of thought, the problem would be solved; and by another class of teachers, that there was something inherent in speech, which, by some mysterious influence, carried mental development with it, and that, therefore, it was, above all things, important that the pupil should be trained in its exercise, losing sight of the fact that it is not the want of speech but of hearing that constitutes the difficulty to be overcome.

It is now understood that the deaf-mute is to be brought to a knowledge of language by successive steps, which, beginning with the names of objects and the expression, in connected phraseology, of acts performed, enable him, from the first, to attach words directly to thought and to employ essentially the same mental processes as do those more fortunate, who obtain their knowledge of language through the ear.

The teacher who employs manual signs no longer relies on these to establish forms of construction, or the proper order of the sentence. He regards them simply as convenient substitutes for words to be used in precisely the same way, or in the same order, with the added advantage of being in themselves significant, or as an equivalent for the general idea conveyed by a sentence, and when used by the pupil, a test of his comprehension.

In fact, most of his work, so far as the development of language is concerned, is done without them, and he confines himself, to a great extent, to writing, or to the manual alphabet, which is practically only another form of writing.

On the other hand, the teacher who makes articulation, and its counterpart, lip-reading, his intermediary, if successful in giving his pupils a mastery of language, has to resort to the same process of gradually developing the connection of words in the expression of thought.

The question at issue then is not between signs and articulation as types of differing systems, for whichever be used, the system of instruction must be identical, but as to which best subserves the purpose of enabling the mind to carry the forms of words, and to appropriate them to itself as something distinct from a mere image reflected from the written or printed page. In the one, we have manual speech, in the other labial. In the case of the deaf-mute, both address themselves to the eye — neither to the ear.

The one is enlarged, graphic, distinct, admitting of expression and emphasis. The other is contracted, vague, uncertain. To master the one, scarcely any effort is necessary. To master the other requires time, patience and labor.

In the one case the instrument is not thought of — the work to be accomplished absorbs the attention. In the other, the mind is divided between difficulties.

It would seem, therefore, that effectual progress in language must be far more rapid in the one case than in the other. Still it must be acknowledged to be a great blessing to the deaf-mute to be enabled to speak and to gather from a view of the lips of others the evanescent words which make such an impression upon the hearing ear, and it is a sense of the importance of this which induces the teachers of the articulation schools to make such sacrifices in the direction of progress.

Granting for the sake of argument that all, or even a majority of deaf-mutes, can be taught articulation so thoroughly as to be an available means of intercourse with hearing persons — a concession which, if my experience justified it, I should only be too happy to make — it yet remains to consider whether, after all, the advantages of both classes of intermediaries cannot be combined so as to secure all that is to be secured in behalf of the toto-congenitally deaf.

The practice of this institution is to teach in classes, by themselves, those who learned to speak in greater or less degree before they became deaf, or who, by reason of a partial hearing, have already a partial speech, and not only to cultivate by systematic methods precision and correctness of articulation and the ability to read on the lips, but to give to speech and lip-reading the same place in mental development that is done in those schools which practice what is called teaching by articulation.

In the case of other pupils, articulation is taught separately as a means of expression. The syllable is taken as the basis. All the

permutations which the several consonants, properly classed, can make with a single vowel-sound, are dwelt upon till the pupil is able to repeat the syllables thus formed and to recognize them when repeated by others.

Other vowels follow, and daily practice in time gives to many the ability to speak the new syllables and to distinguish them from those formed with other vowels. Of course these syllables, if not in themselves distinctive words, are combined so as to form such words, and the pupil becomes able to pronounce written words, and himself to write the words which he has become able to decipher by simply regarding the face of his instructor.

In going through this long course of special drill, he has taken all the time necessary to acquire the most effective control, to him possible, of this new instrument of expression. He has meanwhile been learning, without its intervention, to write intelligibly and to read intelligently. Now he can avail himself of it to good purpose, whereas its premature employment would have proved but a stumbling-block in the way of his progress. And if, as is so often the case, his efforts to acquire the gift of speech have proved unavailing, he has not sacrificed substance to shadow, but has found in his ability to read and to write, silently though it be, a sure and unfailing resource.

On this subject my views have been strengthened by a visit during the last summer, to European schools, and by participation in the debates of the International Congress of teachers of the deaf and dumb, held in Milan, Italy, in September. This Congress, though largely composed of individuals whose practice differed from that which obtains in a majority of the institutions on this side of the water, gave expression to opinions from which could be inferred the substantial unanimity as to principles of instruction entertained by the most advanced thinkers, while the arguments presented in regard to articulation and lip-reading *proved* nothing more than that these were desirable acquisitions for deaf-mutes.

It seems hardly necessary to repeat what has been so often set forth in previous communications, that our course of study secures, in addition to the development of the mental powers and of a knowledge of the English language, a thorough acquaintance with the various branches included in common-school instruction, and that the course pursued by our high class is substantially the same as that adopted in the higher academies of the State.

In addition to the school-room exercises, a daily lecture of an hour has been given through signs, for the purpose of increasing the knowledge of the pupils, on the following subjects: Zoölogy, botany, physics, geography, history, and the relations of the citizen to the municipal, State and general governments, and semi-weekly exhibitions of our large stereopticon have laid under contribution, for the instruction and delectation of the pupils, the treasures gathered from every land by the intervention of photography.

In the department of art, the progress during the year has been gratifying, and there has been increasing evidence of the great benefit to be derived by the deaf from the training of eye, hand and taste thus secured.

The mechanic arts have shared with the school the attention of the older pupils. Cabinet-making, carpentering, painting and glazing, shoemaking, tailoring, printing and horticulture have been practiced with a degree of success that warrants the belief that all will find in them a means of livelihood when their term of school expires. In printing especially, many of them have become quite expert. A weekly paper, especially devoted to the interests of the deaf, is issued from the institution press, and largely patronized by the deaf-mutes of this State and the Union. The annual reports of the institution are now printed here, and much other work is supplied by outside parties, which gives variety to the practice by which these embryo members of a most useful craft are becoming perfected in its details.

The health of the pupils has been excellent, a result to be attributed to the wise and intelligent sanitary regulations and supervision of our able resident physician, Dr. William Porter, who is also superintendent of the administrative department as distinguished from the educational.

The institution has, however, suffered great loss during the year, by the deaths of Prof. Jacob Van Nostrand, a man of learning and ability, who had been engaged in the instruction of the deaf for forty-one years, and of the distinguished clergyman and philanthropist, Rev. William Adams, D. D., who for thirty-eight years had been a member, and for the last nine years, the president of the board of directors.

In all other respects the year has been fraught with blessings.

The intelligent interest you have taken in this institution and its work, and the official attention you have given thereunto, will, I trust, be regarded as a sufficient excuse for the extended remarks herein submitted on the subject of principles and methods, which now, more than ever before, are attracting the notice of educators throughout the world.

Very respectfully, your obedient servant,

ISAAC LEWIS PEET,

Principal.

NEW YORK, *December 31, 1880.*

(D.)

REPORT OF THE PRINCIPAL OF THE NEW YORK
INSTITUTION FOR THE IMPROVED INSTRUCTION
OF DEAF-MUTES.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In compliance with your request to send the usual state-

ment of facts concerning this institution, for use in the preparation of your next report to the Legislature, the following is respectfully submitted:

We now have one hundred and nineteen pupils. Fifty-eight of these are State pupils, and the rest are supported either by the counties from which they come, or by their parents.

As stated in previous reports, the system of instruction employed in this institution is what is known as the method of articulation and lip-reading, or the oral method.

The school is now divided into eleven classes. Class "K," which is the lowest in the institution, has eleven pupils, all of whom entered at the beginning of the present school year, and have therefore been under instruction three months. The work in this class consists chiefly in training the voices of these little mutes and teaching them to articulate the elementary sounds of speech, separately, as well as in combination of syllables and words. They are also taught to write and spell all the words which they are able to pronounce.

Classes "J" and "I" are one grade higher than the foregoing, and have each ten pupils, who are now spending their second year in school. These children can articulate single words and short simple sentences with fluency and accuracy. The principal task which they have to perform during the current term is to learn to understand the rudiments of language. They are also expected to advance far enough in arithmetic to be able to perform mentally all the four fundamental operations with small numbers.

Class "H" has thirteen pupils. They are drilled in the proper use of such conversational and colloquial language as they require in their common intercourse with speaking persons. They are using the Second Reader of Appleton's New Series of School Readers, and receive grammatical instruction on the singular and plural number of nouns and pronouns, and the tenses and voice of verbs. In mental arithmetic they learn to add, subtract, multiply and divide somewhat larger numbers than the preceding class.

Class "G" has eleven pupils. The programme for this class comprises object lessons, conversation, arithmetic, reading, composition and grammatical exercises with regard to number and gender of nouns and pronouns, comparison of adjectives and conjugation of verbs. Instruction is also given in penmanship, and the elements of free-hand drawing from copies.

Class "F," with twelve scholars, has essentially the same exercises as Class "G." In addition, however, they study Guyot's Elementary Geography, in which they have finished the New England States.

Class "E" numbers twelve pupils. They also use Guyot's Elementary Geography, and have almost completed the United States. In history they have studied about the discovery of America and the early settlements of the colonies. In arithmetic they are now learning common fractions. Swinton's "Language Lessons" and

Monteith's "Lessons in Popular Science" were introduced in this class at the beginning of the school year, and both these little school books have so far proved very appropriate and useful. Several hours each week are devoted to writing compositions on easy topics, and on two afternoons in the week lessons are given in drawing from copies as well as from natural objects.

Class "D" has thirteen members. They have just completed the geography of South America and the history of the American Revolution. In arithmetic they thoroughly understand common fractions, and the tables of long, dry and liquid measure, also the tables of time and weight. They are exercised in writing letters and other simple compositions, and study Swinton's "Language Lessons" and Monteith's "Lessons in Popular Science." The drawing lessons in this class are similar to those given to class "E."

In class "C" there are twelve pupils. They are now studying the analysis of sentences in Swinton's "Elementary Grammar," and have just completed Monteith's "Youth's History of the United States." Their arithmetic lessons are on the division of decimal fractions. The text-book used in geography is the "Intermediate" of Guyot's series, and the rest of the programme is analogous to the one in use in the class immediately below this. Two of the pupils of this grade have entered the free evening school of the Cooper Union, attending the classes in drawing and modeling in clay.

Class "B" consists of nine pupils, who are studying Kerl's "Common School Grammar," Peter Parley's "Universal History," Guyot's "Intermediate Geography" and Cooley's "Natural Philosophy." In arithmetic they have reached percentage and interest. They have a good command of language and are able to write compositions on ordinary topics free from errors of grammar or idiom. Three of the boys of this class have been studying art in the evening school of the Cooper Union.

Class "A," the highest in the institution, has at present six members. Four of them are able to use written and spoken language as fluently and accurately as hearing and speaking persons of their age. The other two also speak and write tolerably well. They are studying Swinton's "English Grammar," Anderson's "History of England," Guyot's "Common School Geography," Hooker's "Natural History," Quackenbos's "Natural Philosophy," Hunter's "Plane Geometry," and Duff's "Book-keeping in Double Entry." During the past school year, instruction was also given to this class in the German language, and the results obtained were very satisfactory. Owing to the limited means at our command we are not able to employ a special teacher for this branch of study during the present school year, and it therefore had to be discontinued to the great regret of the pupils and their parents. Three of the members of this class have been attending the art school, and one is now pursuing the regular course in geometry at Cooper Institute.

From the foregoing synopsis it may be seen that our pupils study all the branches which are taught in the common schools. Though our system of instruction is yet inchoate and tentative, the standard

which is obtained in general knowledge is fully as high as that which is reached by the students of deaf-mute institutions that have been thoroughly well organized upon the practical experience of generations of teachers.

While every possible effort is made to develop and perfect the mode of educating our pupils, the greatest regard is also paid to their physical welfare. Our houses are spacious and well-ventilated, the food is the best and most wholesome that the market affords, and the opportunities for recreation and out-of-door exercise are ample and frequent. In consequence hereof the general health of our inmates is excellent. While a few cases of slight ailments occurred during the last year, the only serious case of illness on record for that period was one of malarial fever, which, however, yielded promptly to the proper attendance of our resident physician.

Until October 1, 1878, the *per capita* allowance for the support of State pupils in this institution was \$300 per annum. This amount has since been gradually reduced to the sum of \$225. Our accounts show that the average cost of maintenance of each pupil during the last year was over \$270. We have been practicing the strictest economy in all our departments, and could not possibly reduce our expenses any further. In view of this we respectfully request you to recommend that an adequate amount be appropriated by the Legislature for the coming fiscal year.

I beg leave to call to your attention that our State pupils being appointed from the dates on which they become twelve years old, their terms of education frequently expire in the middle of the school year, when they feel loth to leave without being able to complete the course adopted for that year. The institution also loses considerably thereby, because we can admit new pupils only once a year, namely, at the beginning of the term, in order to obtain a proper classification. Thus vacancies occurring in the middle of the school term have to remain unfilled for some length of time. It would, therefore, be very desirable if the appointments of such State pupils could be regularly extended until the first day of September following the date of the expiration of their certificates.

According to section 9, chapter 213 of the Laws of 1875, a deaf-mute cannot be appointed as a State pupil, unless his parents have been residents of the State for the three years preceding the application. The object of this restriction was evidently to prevent that the poor of neighboring States should be attracted hither by our public charities. There is, however, no State in the Union that does not amply provide for all its deaf-mutes. This clause, therefore, excludes from our institution children whose parents have been compelled to move into this State by circumstances over which they have no control. It does not seem just that such deaf-mutes, especially if they are over twelve years of age, should lose three school years. I respectfully recommend this subject to your kind consideration.

Your obedient servant,

D. GREENBERGER,

Principal.

NEW YORK, Dec. 2, 1880.

(E.)

REPORT OF THE PRINCIPAL OF THE CENTRAL NEW YORK INSTITUTION FOR DEAF-MUTES.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—According to request, the annual statement of the Central New York Institution for Deaf-Mutes for the year ending September 30, 1880, is respectfully submitted.

The whole number of pupils connected with the institution, during the year, was 168, the average number present being 150. During the year, sixteen ceased their connection with the institution for various causes, as follows: Eight were returned to their parents; one was killed by accident; one was transferred to the Buffalo institution; four removed out of the State, and two left on account of the time allowed them by the State having expired. So we have connected with the institution, September 30, 1880, 152 pupils — ninety-one males and sixty-one females.

The remaining statistics of the institution are: Nine teachers, two supervisors, one matron, three assistant matrons, one sewing matron, a housekeeper, and a nurse, besides the necessary quota of servants.

The institution has passed a healthy year, there being no deaths among the pupils due to disease.

The carpenter shop has been a veritable "*multum in parvo*," and the skill evinced by its boys in the use of tools is visible in all parts of those of our buildings that need repair and improvement. The shoe shop has turned out satisfactory work, and we hope before many years to utilize our frame school building for a series of shops, of which the above mentioned are the nucleus.

The two story brick building finished and occupied by the primary department at the date of the last report, enabled the institution to dispense with only one of its cluster of hired buildings. These and the new building constituted the accommodations of the school through the year. In July, work was commenced upon a second brick building, planned after the same model, generally, as the first one erected, but of a larger size. It is expected to be ready for occupancy by September 1, 1881. This will furnish room for the present pupilage, but if the institution is to complete its growth, a third building will be necessary.

The institution has not escaped its share of embarrassment growing out of the consecutive reductions of the per capita appropriation of the State for the support and education of pupils. We hope-fully join in the expressed wish of all the friends of the deaf, that the tendency of appropriations will hereafter be adequately upward.

Very respectfully yours,

EDWARD BEVERLY NELSON,

ROME, N. Y., December 6, 1880.

Principal.

(F.)

REPORT OF THE PRINCIPAL OF THE WESTERN NEW YORK INSTITUTION FOR DEAF-MUTES.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In submitting this, my fifth report, in accordance with the requirements of your Department, I cannot announce that “we have enjoyed a year of uninterrupted prosperity.” After four years of unusual health among our pupils, we have at length had a severe experience of sickness. Within the past six months of school we have three times been visited by contagious diseases, which became epidemic, although each case, as it appeared, was at once completely isolated by removal to the hospital. In May and June, twenty-four of our children were ill with scarlet fever; at the opening of school in September, a little boy returned sick with the measles, and at the end of four weeks there had been thirty-eight cases of that disease; we are now but just recovering from an epidemic during which we have had more than thirty cases of diphtheria. In each of these periods of sickness there were many who showed premonitory symptoms of the prevailing disease, but being placed at once under medical treatment a serious interruption of their health was prevented. We have great cause for thankfulness in the fact that among more than ninety cases of sickness, many of them severe, not one death has occurred. No more convincing proof could be given of the skill and faithful care of our physician, and the devotion of those who have, under his direction, nursed the sick.

The work of the school has continued with as little interruption as possible, though the withdrawal of from twenty to thirty pupils at one time could but derange the regular order of school work, and anxiety and care weighed heavily upon teachers and officers.

During the past year we have improved our facilities for articulation work. With the exception of one little boy, who suffers the double affliction of deafness and partial blindness, all our pupils are now receiving systematic instruction in the art of vocal utterance, forty-five minutes a day being the minimum of time given to each. Several pupils who came to us with imperfect speech have gained confidence and ability to converse freely. Among the congenitally mute several have learned to speak sufficiently well to make known their wants when at home with their friends. Our methods are well established, and we are steadily progressing in this most difficult work.

The instructors of the school have held occasional meetings for the reading and discussion of papers on subjects relating to our work. Each teacher has read a review of the methods pursued by himself. These papers have been carefully prepared and the work has resulted in practical benefit to our school. At first it was our

purpose to publish these papers for the benefit of those specially interested in this institution, but their bulk made it impracticable. We have also held weekly teachers' meetings to compare notes and discuss matters of immediate importance.

In October we were so fortunate as to secure a visit from Miss Emily Coe, originator of the American Kindergarten. In a course of ten lectures Miss Coe explained and illustrated something of the principles and methods of her work. In the German Kindergarten we had found comparatively little which could be adopted in the instruction of our children; the teachers whom we had consulted felt that it would be useless to attempt to teach deaf children by their methods; but in trying to discover the principles underlying the natural development of the child's mind, the principles upon which Froebel's system, as well as all true systems of education are founded, we have been interested and encouraged in working out a plan of our own. In Miss Coe's instruction we found much that we had felt the need of. We were delighted with the beauty and completeness of the system which this lady has spent twenty years in developing, and we found in it more than we had hoped of material for our own work. Our little ones have shown great interest in making and arranging collections of "things that God has made," and the curious specimens in these collections afford an endless variety of subjects for conversation and research.

The number of pupils enrolled during the year has been one hundred and thirty-one, seventy-three males and fifty-eight females. Of these, seventy-two were State and fifty-nine were county pupils.

Respectfully submitted,

Z. F. WESTERVELT,

Principal.

ROCHESTER, N. Y., December 10, 1880.

(G.)

REPORT OF THE PRINCIPAL OF THE ST. JOSEPH'S INSTITUTE FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — I have the honor to report that there are at present enrolled on the books of this institution two hundred and thirty-four pupils, ninety-two males and one hundred and forty-two females. Of these, fifty-three are State pupils, one hundred and twenty-three are county pupils, thirty-five are supported by the State of New Jersey, and twenty-three by parents or the institution.

We still employ the same system; often, however, varying the

methods as our growing experience or the useful hints of our fellow-laborers in similar institutions throw new light upon the work of instructing the deaf and dumb. Two new classes in articulation have been formed. They are composed of young children who give promise of becoming proficient in the system. The use of signs will be discontinued in these classes. Articulation and lip-reading are also taught in the other classes, but not to the exclusion of the sign language. The plan of monthly examinations has been highly successful in exciting emulation among the pupils.

The girls' industrial department gives particular satisfaction. It is our aim not only to teach our girls suitable trades, but also to fit them to become neat and efficient housekeepers; for this end each is required to do a certain amount of household work which is afterward carefully inspected, and no slovenly or half-done task is allowed to pass. Habits of order and neatness are thus developed and will be appreciated in after life.

The health of our pupils continues to be excellent, even slight ailments are of rare occurrence. This is no doubt due, in a great measure, to the watchful care of the teachers, who promptly report any case which appears to require special attention.

A new building, the need of which has long been felt, is now in process of erection on the grounds of the institution at Fordham. It contains a spacious recreation hall, a chapel, dormitories and parlors, and though quite plain and unpretending, it will lack nothing that can contribute to the health or needful comfort of the inmates of the institution.

Respectfully submitted,
MARY B. MORGAN,
Principal.

FORDHAM, N. Y.. *November 30, 1880.*

(H.)

REPORT OF THE SUPERINTENDENT OF THE NEW YORK INSTITUTION FOR THE BLIND.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your request of November 24, I would submit the following:

Number of pupils Sept. 30, 1879.....	200
Admitted during year to Oct. 1, 1880.....	32
Whole number instructed.....	232
Reduction	29
Number September 30, 1880.....	203

The health of the pupils has been excellent. The expenditure for medicines and medical supplies for the year was only \$31, a large part of which was for the treatment of diseases of the eye. Whether we consider the actual outlay for drugs and medicines for several years past, or the exemption of the pupils from acute and epidemic diseases, it will be conceded that the sanitary condition of the institution has not been excelled by that of any other either in the State or country.

The literary, musical and industrial departments of the institution have been conducted in the same manner as heretofore. The administration, as relates to both pupils and employes, is business-like and efficient. As these are matters with which you are very familiar through your personal observations at the institution, they need not here be enlarged upon. At the last session of the Legislature the appropriation was reduced from \$250 to \$225 *per capita*, for two hundred pupils.

The sum of \$240 *per capita* for two hundred pupils will be justly needed for the current year next ensuing.

The institution is not an asylum or a retreat, and ought to be so supported that there shall be no tendency to reduce it to the grade of such establishments. The benefits accruing to the pupils and to the public are very great. The institution gives the use of its valuable grounds and buildings, and of its permanent fund, for the purpose of educating the blind children of the State, the total value of such contribution amounting to a large percentage of the whole cost. The institution is effectively administered with great care, and minuteness of detail in each of its departments, financial, literary, musical, industrial and household. I would respectfully ask for the appropriation of \$240 *per capita*, or \$48,000 for two hundred pupils, your favorable consideration.

Very respectfully, your obedient servant,

WM. B. WAIT,

Superintendent.

NEW YORK, Dec. 6, 1880.

(I.)

REPORT OF THE SUPERINTENDENT OF THE ALLEGANY AND CATTARAUGUS INDIAN RESERVATIONS.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In accordance with custom, and in compliance with your request, I forward to your Department additional facts in relation to the Indian schools on the Allegany and Cattaraugus reservations.

The schools have been as well attended, and as deep an interest manifested by both parents and children, as in any former year. But few Indian youth can be found who cannot read and write, while many of them are well versed in the common English branches. Many of the children particularly excel in writing and drawing. Several of the school buildings are in bad condition, and the schools in them will soon have to be abandoned unless the money is furnished to thoroughly repair or rebuild them.

Getting money from an Indian for school purposes is one of the things that cannot be done under our present system, although he may be the owner of a valuable farm, well stocked, and as able to contribute to the support of his own school as our rural white population are to theirs. As I have said substantially in former reports, the only way to make *a man* of the Indian is to make him a citizen, and there is no good reason why this should not be done. Thousands of foreigners are every year made citizens whose qualifications for citizenship are not to be compared with those of many of these Indians.

The school building in district No. 4 (Asylum school), Cattaraugus reservation, should be enlarged so that three teachers may be employed. There is but one room in which pupils are seated, with a small recitation room adjoining.

The average daily attendance has been above eighty; this term it is over ninety, and is so large, and accommodations so limited, you will at once perceive that the two teachers employed are not able to be as thorough in their work as they should be in order that the best results may be obtained.

Our institute conducted by Profs. Lantry and Kennedy was a decided success. I believe the teachers returned to their several schools feeling that they were stronger, better teachers, than they were before.

Respectfully yours,

JOHN ARCHER,

Superintendent.

RANDOLPH, N. Y.. November 30, 1880.

(J.)

REPORT OF THE SUPERINTENDENT OF THE ONONDAGA INDIAN RESERVATION.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In complying with the requirements of your Department I have not much to add to the annual statistics of progress.

Indian education, the corner-stone of Indian civilization, has been trying for about half a century to get these people ready for American citizenship, and they seem but little nearer that goal than at the

start. The fault is not wholly in the stolidity of Indian character, nor in "Lo's inaptitude for civilization," but more in the old methods pursued by both State and National governments of carrying and caring for the Indian, and not training and teaching him to care and do for himself. Better counsels are beginning to prevail, as may be seen by the attempted legislation of last year at Albany, and, also, by the action of the general government in seeking to get the tribes upon reservations and give each family a farm.

Our school has been much better taught by Mrs. Lane than for many years past. But owing to the indolence and habitual dependence of this race upon the whites, we are unable to get Indian parents to furnish books, stationery, or even fuel, for the Indian school, and this fall, for the first time since the school was organized, we have been under the necessity of either furnishing a coal stove and coal to keep the house comfortable, or of letting the school cease. This seems the worse because of a large forest yet remaining on the Indian reservation. 'Tis true it is not easy of access to the school, and we tried by getting up an oyster dinner or making a bee, to get our wood cut and "snaked" from the woods by Indian labor, that we might be able now, as in years past, to give the tribe credit for furnishing fuel from their own woods to warm their own children. I felt that you were right in saying in our correspondence on the coal subject "that the Indian scholars ought not to be driven from a State school by the cold on account of the fault of their lazy parents." Our school has since been heated by coal, and animated.

Each morning, by the fine musical instrument gratuitously loaned to our teacher, who uses it deftly, by Postmaster Chase of Syracuse, our school has become larger than ever before, and the scholars seem to act more like awakening from the dumb slumber of the past centuries of savagedom in which they were bred, than I have ever before noticed.

Respectfully, your obedient servant,

J. KNEELAND,

Superintendent.

So. ONONDAGA, N. Y., Dec. 22, 1880.

(K.)

REPORT OF THE SUPERINTENDENT OF THE SHINNECOCK AND POOSPATUCK INDIAN RESERVATIONS.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—By the statistical report sent in October, it may be seen that the schools were taught as in previous years, thirty-six weeks on the Shinnecock and twenty weeks on the Poospatuck reservation.

The schools are now in session with no change of teachers, and are in a prosperous condition.

I have been connected with these schools long enough to have seen pupils grow up and enter upon the duties of life. Here the prospect is not without encouragement; though some of the young men contract the bad habits and shiftless ways of their ancestors. Let us hope, that at the end, they will have done the world more good than if left untought.

The school-houses and their belongings are well kept, and are free from the jack-knife and pencil desecration too often practiced by white children.

Thanking your Department for courtesy and all needed assistance I am,

Respectfully yours,
J. S. RAYNOR,
Superintendent.

EAST MORICHES, N. Y., Dec. 16, 1880.

(L.)

REPORT OF THE SUPERINTENDENT OF THE TONAWANDA INDIAN RESERVATION.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I respectfully submit the following report of Indian schools on the Tonawanda reservation :

The schools are doing well, and many of the scholars are making fine progress in their studies. The whole number in attendance is little better, but the average attendance, especially for the last part of the year, is not quite as good as last year.

The Pagan Indians have been holding feasts and different kinds of meetings that have kept the children away from school, but the old people are taking more interest in the education of the children than ever before, and I am in hopes to show better results for the year to come.

Truly yours,
W. T. MAGOFFIN,
Superintendent.

AKRON, N. Y., Oct. 4, 1880.

(M.)

REPORT OF THE SUPERINTENDENT OF THE TUSCARORA INDIAN RESERVATION.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—The following report, for the year ending September 30, 1880, is respectfully submitted :

The whole number of children residing on the Tuscarora reservation, between the ages of five and twenty-one years, on the 30th day of September, 1880, was one hundred and forty-six, which is eleven less than last year.

Two schools were taught thirty-six weeks each, during the year, with an aggregate attendance of one hundred and ten scholars, and an average daily attendance of forty, which is four more than the preceding year.

Both schools for the last year were taught by Indian teachers, who gave very good satisfaction, although it was their first effort at teaching. With a year's experience and their seeming desire to do all they can for the children under their care, I did not think it was for the best interest of the schools to change teachers, therefore they are both employed for the winter term, at the same wages as last year (\$6 per week).

These schools have cost the State for the school year ending September 30, 1880, the sum of \$487.49, which is \$50.49 less than was paid by the State the year last passed.

Respectfully submitted,

R. STOCKWELL,

Superintendent.

WILSON, N. Y., Dec. 10, 1880.

(N.)

THIRTY-SEVENTH ANNUAL REPORT OF THE EXECUTIVE COMMITTEE OF THE STATE NORMAL SCHOOL AT ALBANY, TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE REGENTS OF THE UNIVERSITY, 1881.

To the Superintendent of Public Instruction and the Regents of the University :

The Executive Committee of the State Normal School at Albany, respectfully submit this, their thirty-seventh annual report :

The school year, closing June, 1880, was one of continued prosperity. It embraced the seventy-first and seventy-second terms, during which two hundred and eleven candidates, representing forty-two different counties of the State, applied for admission to the school. Of these, one hundred and sixty-seven passed the required

examination, and were admitted. The average attendance, during the school year, was two hundred and sixty-eight. The average age of the males was a little more than twenty-one years, and that of the females a little more than twenty years.

The number of graduates of the seventy-first term of the school, ending January 27, 1880, was :

Males.....	17
Females.....	18
Total	35

Of the seventy-second term, ending June 24, 1880 :

Males.....	11
Females.....	21
Total.....	32
Total graduates for the year.....	67

Of these, all without exception desired to engage in the work of instruction, and nearly, if not quite, all have obtained situations and are actually engaged in teaching.

No changes have taken place in the faculty of the Normal School, or of the Model School connected with it, during the past year. The committee feel confident that the best interests of the institution have been subserved by retaining the services of those who, by their experience, industry and teaching ability, have proved themselves competent. No change has taken place for more than seven years in the faculty of the Normal department, and it is confidently believed that the real work of preparing teachers for the schools of the State, was never better done than during the past year.

The following is a full list of the present faculty :

FAACULTY.

Joseph Alden, D. D., LL. D., President, and Professor of Mental and Moral Philosophy.

Albert N. Husted, A. M., Professor of Mathematics.

William V. Jones, A. M., Adjunct Professor of Mathematics.

Joseph S. St. John, A. M., Professor of Natural Science.

John B. Marsh, Teacher of Vocal Music.

Miss Kate Stoneman, Teacher of Geography, Drawing and Penmanship.

Miss Mary A. McClelland, Teacher of English Grammar and History.

Miss Mary F. Hyde, Teacher of Rhetoric and Geometry.

Miss Josephine E. Seaman, Teacher of English Literature and Composition.

Miss Caroline Bishop, Teacher of Elocution.

Miss Anna A. Farrand, Teacher of Arithmetic and Algebra.

Mrs. Meriba A. B. Kelly, Superintendent of the Model School.

Miss Ellen Bishop, Assistant in the Model School.

The executive committee are able to report the building of the school and its furniture and equipments in need of only unimportant repairs. The building is not one which is well adapted to its purposes, and unless radically and extensively changed, it must always remain an inconvenient house for the school. But by care and good management these inconveniences have been greatly diminished. Yet the best interests of the school require some alterations, by which less climbing of stairs, and less confusion in the changing of classes, shall be involved.

The equipments for teaching remain without material change since last year. It has not been the policy of the executive committee to accumulate collections of apparatus or of other educational material beyond the absolute wants of the institution. Up to this point, however, the wants of the institution are well supplied. The philosophical and chemical apparatus, including the important additions made two years ago, is a very serviceable collection. It must, however, be understood that constant additions are required to keep such collections up to the proper standard of efficiency and to provide for the illustration of new discoveries in science.

The following circular gives the subjects of study and the terms of admission, as well as other information as to the management of the school :

COURSE OF STUDY.

Junior Class — First Term.

Arithmetic, English grammar, geography, map drawing, penmanship, physiology, algebra.

Junior Class — Second Term.

Algebra continued, higher arithmetic, elocution, rhetoric, English grammar, geometry, botany, natural philosophy, history of the United States.

Senior Class — First Term.

Geometry continued, natural philosophy continued, ethics, astronomy, history, science of government, higher arithmetic, higher algebra, synonyms, criticism, free-hand and industrial drawing.

Senior Class — Second Term.

English literature, mental philosophy, trigonometry and surveying, chemistry, geology, book-keeping, evidences of christianity.

Composition, elocution and vocal music receive prominent attention throughout the course.

TERMS OF ADMISSION, ETC.

Candidates for admission to the lowest class must, if females, be not less than sixteen years of age; and if males, not less than eighteen. They must pass a satisfactory examination in reading, spelling, geography, arithmetic and English grammar, and must subscribe a declaration that their object in connecting themselves with the school is to prepare themselves for the work of instruction in the State.

The course of instruction and practice occupies two years. The year is divided into two terms of twenty weeks each. The students are divided into four classes. These are subdivided into as many sections as circumstances may require.

Students receive a thorough drilling in all the branches which they will be called to teach, and in such other studies as experience has shown to be best adapted to discipline and develop the mind.

Persons cannot be made teachers by merely being told how to teach. They must themselves be taught in the right manner. They must themselves form the mental habits which it is their duty to aid others in forming.

Every teacher in the Normal School is expected to be, by example and precept, a teacher of didactics. Instruction in the art of teaching is thus given at every recitation in every department. Special attention is given to the study of the human mind as the object and instrument of education.

Besides thus receiving from the faculty instruction in the art of teaching, the pupils are, at the proper stage of their progress, required to teach in the Model School, for a term of nine weeks, under the supervision of the superintendent.

When the school was established, the number of pupils from each county was restricted to twice the number of its representatives in the Assembly. The establishment of seven additional normal schools in the State has rendered this restriction unnecessary. The school is, therefore, open to all who desire to fit themselves to become teachers. When the quota of a county is filled, pupils from that county are credited to counties whose quota is not full.

Students desiring admission to the school should apply to their commissioner for an appointment. If the applicants possess the requisite qualifications, he will grant it, and send it to the Superintendent of Public Instruction, who will indorse it and send it to the president, in whose hands it will be found on the arrival of the pupil at the school.

Students should reach Albany the day before the opening of the term. They should come at once to the Normal School building,

whence they will be directed to boarding-houses approved by the faculty. They should retain their checks until they procure rooms, when their baggage will be delivered free of charge.

Tuition and text-books are furnished free of charge. *The amount of fare necessarily paid in coming by public conveyance to the School* will be refunded to those who are present at the beginning of the term and remain till its close.

The price of board in respectable families varies from \$3 to \$4.50 per week, exclusive of washing. Those who wish to board themselves can procure furnished rooms at \$1 per week. By so doing, they can reduce their expenses for board to \$3 per week. All places for board must be approved by the faculty.

It will be seen that the studies of the first term Junior, embrace those usually taught in district schools. Many attend school during that term, and then leave and teach for a time, and thus procure the means for returning and completing the course.

The fall term begins on the second Wednesday in September.

The spring term begins on the second Wednesday in February.

The following is the form of certificate of appointment, to be granted by the school commissioner of the county, and addressed to the Superintendent of Public Instruction:

CERTIFICATE OF APPOINTMENT.

To the Superintendent of Public Instruction:

This will certify that _____ of _____
in the county of _____, aged _____ years, is
recommended as a suitable candidate for appointment as a pupil in
the State Normal School at Albany, from the _____ Assembly
district in the county of _____

(Signed)

School Commissioner of the county of _____

Dated _____, 18 ____.

MILEAGE.

The students attending the Normal School receive mileage, about equal to the fare necessarily paid in coming by public conveyance to the school. The following table shows the amount paid on account of mileage at the end of each term to the students from the several counties:

Counties.	Amount paid to each pupil.	Counties.	Amount paid to each pupil.
Albany.....		Clinton.....	\$5 50
Allegany.....	\$9 30	Columbia.....	0 75
Broome.....	5 20	Cortland.....	4 05
Cattaraugus.....	9 60	Delaware.....	5 00
Cayuga.....	3 75	Dutchess.....	1 50
Chautauqua.....	8 30	Erie.....	6 00
Chemung.....	7 00	Essex.....	5 60
Chenango.....	3 70	Franklin.....	6 60

Counties.	Amount paid to each pupil.	Counties.	Amount paid to each pupil.
Fulton.....	\$1 50	Queens.....	\$3 75
Genesee.....	5 50	Rensselaer.....	0 20
Greene.....	1 05	Richmond.....	3 50
Hamilton.....	4 00	Rockland.....	3 00
Herkimer.....	1 70	Saratoga.....	0 90
Jefferson.....	4 80	Schenectady.....	0 42
Kings.....	3 50	Schoharie.....	1 50
Lewis.....	4 80	Schuyler.....	5 50
Livingston.....	5 60	Seneca.....	4 90
Madison.....	3 00	St. Lawrence.....	6 00
Monroe.....	4 60	Steuben.....	8 00
Montgomery.....	0 90	Suffolk.....	5 50
New York.....	3 25	Sullivan.....	4 52
Niagara.....	5 75	Tioga.....	6 50
Oneida.....	2 00	Tompkins.....	5 24
Onondaga.....	2 95	Ulster.....	2 00
Ontario.....	4 50	Warren.....	3 22
Orange.....	2 65	Washington.....	2 50
Orleans.....	5 50	Wayne.....	3 84
Oswego.....	4 00	Westchester.....	3 00
Otsego.....	3 00	Wyoming.....	7 00
Putnam.....	2 00	Yates.....	5 50

THE MODEL SCHOOL.

This school is designed to furnish models of organization, government and instruction, for the use of the students of the Normal School. It is under the care of experienced teachers, and its primary object as a model school is kept constantly in view. The students of the Normal School are regularly sent down to this school for practice and instruction in the art of teaching.

The attendance during the past year in this school has been as follows:

Number in attendance during first term.....	84
Number in attendance during the second term.....	71
Number of different pupils in attendance.....	130

For tuition and text-books a charge of ten dollars per term of nineteen weeks is made.

Since the date of its last report, the executive committee has lost by death its secretary and treasurer, Samuel B. Woolworth LL.D., who died June 30, 1880. For three years and a half from July, 1852, he was the principal of the school, and from the end of that period down to the time of his death he was a member of the executive committee, and its secretary and treasurer. He always took the greatest interest in the affairs of the school, and contributed greatly to its continued usefulness and success. His practical and intimate knowledge of the management of the school rendered his services in the committee of the greatest value.

By appointment from the Superintendent of Public Instruction and the Board of Regents, David Murray became, from July, 1880, a member of the committee in place of Dr. Woolworth, and by the action of the committee its secretary and treasurer.

The executive committee is therefore constituted as follows: Hon. Neil Gilmour, Superintendent of Public Instruction, chairman *ex-officio*; Hon. Robert H. Pruyn, LL.D.; Professor Jacob S. Mosher, M.D.; Hon. Charles E. Smith; David Murray, LL.D., secretary and treasurer.

A statement of the receipts and expenditures for the fiscal year ending September 30, 1880, is annexed.

(Signed)

ROBERT H. PRUYN,
JACOB S. MOSHER,
CHARLES E. SMITH,
DAVID MURRAY,

Executive Committee.

FINANCIAL STATEMENT FOR THE FISCAL YEAR ENDING SEPTEMBER
30, 1880.

State Normal School at Albany in account with Executive Committee.

Dr.

Balance from last year.....	\$157 59
Appropriation for support.....	20, 506 77
Model School (tuition).....	1, 310 00
Miscellaneous.....	7 10
Total.....	<u>\$21,981 46</u>

Cr.

Paid salaries of teachers, Normal.....	\$14, 833 00
Paid salaries of teachers, Model.....	1, 200 00
	<u>\$16, 033 00</u>
Paid text-books and stationery.....	435 21
Paid mileage of students.....	809 85
Paid repairs.....	2, 213 52
Contingents.....	2, 429 42
Balance.....	60 46
	<u>\$21, 981 46</u>

MEMBERS OF THE CLASS GRADUATING JANUARY 27, 1880, AND THE
SUBJECTS OF THEIR ESSAYS.

Ida M. Antes,	Onondaga,	Hidden Treasures.
Harriet L. Atchinson,	Rensselaer,	Personal Influence.
Elizabeth J. Bake,	Columbia,	Bread on the Waters.
Moses Becker, Jr.,	Columbia,	Decision.

George F. Bell,	Otsego,	Our Profession.
Julia E. Blakely,	Rensselaer,	Smoke.
Loron M. Burdick,	Saratoga,	Botany.
Sarah J. Champine,	Rensselaer,	Leisure Moments.
Albert C. Derby,	Chenango,	Electricity.
Kate B. Dobbs,	Albany,	Our Mission.
Arthur Flood,	Albany,	Our Poet Bryant.
Kate M. Garrison,	Richmond,	Imagination.
Mary A. Gillespie,	Westchester,	Fame.
Jennie M. Greene,	Albany,	Broken Ties.
Mary Holloway,	Delaware,	Conversation.
Louise A. Hull,	Greene,	Sunshine and Shadow.
Anna M. Ingalls,	Otsego,	Refinement.
Josiah S. McLaughlin,	Wayne,	Invention.
Minnie McLaughlin,	Wayne,	Building.
William R. Moe,	Albany,	Music.
Robert Muir,	Albany,	Faith.
Henry H. Plough,	Delaware,	Little Things.
Myron C. Plough,	Delaware,	True Manhood.
Howard W. Richardson,	New York,	Hereditary Rank.
Charles Rivenburgh,	Columbia,	American Influence.
Edwin Smith,	Columbia,	Education.
Ezbon A. Smith,	Columbia,	Self-Culture.
Minnie E. Stephens,	Albany,	Friendship.
Charles H. Tindall,	Wayne,	Waste and Saving.
Frank Tinklepaugh,	Albany,	Lessons of History.
Elizabeth A. Toohey,	Orange,	Fenelon.
Jessie Van Auken,	Albany,	Our Inheritance.
Jennie Van Orden,	New York,	Trailing Arbutus.
Louisa H. Vincent,	Dutchess,	An Important Question.
Hoyt Wightman,	Otsego,	Practical Education.

MEMBERS OF THE CLASS GRADUATING JUNE 24, 1880, AND THE SUBJECTS OF THEIR ESSAYS.

Emily Ashton,	Rensselaer,	Nature.
M. Alice Blake,	Columbia,	Veneering.
George E. Barber,	Sullivan,	Industry.
H. Weston Barnum,	Sullivan,	Wants.
Remer H. Barringer,	Rensselaer,	The Last Decade.
Silas D. Becker,	Columbia,	Nature's Harmony.
Emma L. Bennett,	Cayuga,	Christian Education.
C. Adelbert Bishop,	Westchester,	Recent Discoveries.
Carrie L. Bristol,	Rensselaer,	Purpose.
Mary B. Buswell,	Albany,	Voyage of Life.
Emma Comeskey,	Rockland,	Spectacles.
Ella Cruikshank,	Washington,	Faces.
Matilda Dunn,	Albany,	Happiness.
Elgiva Dusenbury,	Dutchess,	Truth.
Mary E. Eldredge,	Washington,	The Teacher's Trials.

R. Rockwell Felter,	Rockland,	Stolen Time.
Abram L. Haines,	Schoharie,	Floating with the Tide.
Minnie R. Hall,	Dutchess,	Voiceless Teachers.
Irena L. Ham,	Columbia,	Progress.
George Hannay,	Schoharie,	Contrast.
Ida M. Hayner,	Rensselaer,	Ruined Cities.
M. Libbie Hockbridge,	Rensselaer,	Seed.
Susie Litchfield,	Rensselaer,	Historical Reading.
Ella Magnire,	Orange,	Foundations.
Tracy J. Manchester,	Rensselaer,	Diligence.
Anna L. Matson,	Rensselaer,	Grecian Games.
John B. McClernan,	Albany,	Commination.
Mary T. McCormick,	Albany,	Promises.
Alice Moore,	Westchester,	Choice.
Herbert Pinckney,	Putnam,	The Statesman.
Viola J. Reed,	Broome,	Illustrious Women.
Daniel B. Relyea,	Ulster,	Commerce.
Jennie Ring,	Albany,	John Milton.
Minnie Smith,	Rensselaer,	Dreams.
Florence I. Snyder,	Schoharie,	Sunshine.
M. Libbie Spaulding,	Schoharie,	Culture.
Carrie Stam,	Schoharie,	Pyramids.
William E. Thompson,	Otsego,	National Banks.
Adella P. Travers,	Rensselaer,	Happy Homes.
J. Willis Vandercook,	Wayne,	The American Indian.
Clarence E. Van Zandt,	Rensselaer,	What Next?
Estelle M. Warne,	Seneca,	Decoration Day.
Emma Weeks,	Albany,	Stars.
Abram H. Wiggins,	Jefferson,	Failures.
J. Franklin Wright,	Rensselaer,	Labor.

(O.)

FOURTEENTH ANNUAL REPORT OF THE LOCAL
BOARD OF THE STATE NORMAL AND TRAINING
SCHOOL, BROCKPORT, N. Y., FOR THE YEAR ENDING
DECEMBER 31, 1880.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The local board of the State Normal and Training School at Brockport, in the county of Monroe, in pursuance of the statute, do hereby submit their annual report of the condition of said school, for the year ending December 31, 1880.

I.

BUILDINGS AND GROUNDS.

The buildings are now undergoing some few repairs absolutely essential to their preservation and to the comfort of their inmates.

The expenses of these repairs it is now impossible to report, as are yet unfinished.

The amount expended for ordinary repairs, during the year, was \$367.13.

The board are of the same opinion as last year that the construction of a chapel on the first floor, and the introduction of a better system of heating, would be greatly conducive to the protection of the building and to the health of the occupants.

The necessity of these improvements appears almost imperative.

II.

LIBRARY AND APPARATUS.

The expenditures for the library and apparatus for the last year has amounted to the sum of..... \$84

III.

VALUATION.

Same as last year.	
Value of building.....	\$110, 00
Value of lot.....	15, 00
	<hr/>
	\$125, 00
Value of furniture.....	5, 00
Value of library and apparatus.....	10, 00
	<hr/>
Total.....	<u>\$140, 00</u>

IV.

DETAILED FINANCIAL REPORT FOR THE YEAR ENDING SEPTEMBER 30, 1880.

Receipts.

1879.	
October 18.	To cash of State Treasurer..... \$2, 36
November 10.	To cash of State Treasurer..... 1, 65
December 9.	To cash of State Treasurer..... 1, 65
1880.	
January 13.	To cash of State Treasurer..... 1, 60
February 10.	To cash of State Treasurer..... 1, 65
March 17.	To cash of State Treasurer..... 1, 85
April 14.	To cash of State Treasurer..... 1, 64
May 13.	To cash of State Treasurer..... 1, 46
June 24.	To cash of State Treasurer..... 1, 45
June 26.	To cash of State Treasurer..... 1, 45
July 19.	To cash of State Treasurer..... 31
	<hr/>
Total.....	<u>\$17, 15</u>

DISBURSEMENTS.

I. Amount paid teachers and janitor	\$14,500 00
II. Amount paid for library, text-books and apparatus	848 89
III. Amount paid for repairs	367 13
IV. Amount paid for incidentals and repairs	1,438 15
Total	<u>\$17,154 17</u>

ITEMS OF DISBURSEMENTS.

I. Amount paid teachers and janitor.

Chas. D. McLean, principal	\$2,500 00
H. G. Burlingame	1 400 00
W. H. Lennon	1,400 00
J. F. Forbes	1,400 00
Mrs. W. C. Sylla	1,200 00
Miss C. M. Chriswell	700 00
Miss J. E. Lowery	700 00
Miss H. D. Gillette	700 00
Miss M. J. Thompson	700 00
Mrs. M. A. Cady	700 00
Miss S. M. Efner	600 00
Miss E. Richmond	600 00
Miss A. E. Braman	600 00
Miss S. M. Harris	500 00
Miss F. C. Barnett	300 00
Wm. Knowles, janitor	500 00
	<u>\$14,500 00</u>

II. Amount paid for library, text-books and apparatus.

1879.

October 22.	Eldridge & Bro., Sallust, Cicero and Rhetoric	\$48 58
October 22.	Harper & Bro., geometry	38 40
October 22.	Ginn & Heath, Greek grammars and lessons	33 84
October 22.	D. Appleton & Co., German dictionary and Latin grammars	51 77
October 22.	Ivison, Blakeman & Co., algebra and French	107 60
October 22.	Chas. Scribner & Co., geography	21 60
October 22.	L. Tillotson & Co., chemicals	4 88
November 13.	E. B. Benjamin, apparatus	10 24
November 13.	A. S. Barnes & Co., German grammars	6 80
December 13.	McMillan & Co., English grammars	102 60
December 13.	Ward & Howell, minerals, etc	120 00
December 13.	H. A. Ward, invertebral diagram	9 00

1880.

February	14.	H. A. Ward, glass models.....	
February	14.	Tainter Bro., Merrill & Co., readers ...	
February	14.	Chas. Scribner's Sons, encyclopedia Brit	
March	20.	Ginn & Heath, books.....	
March	20.	Iverson, Blakeman & Co., chemistries ..	
March	20.	R. & J. Beck, natural history speci- mens	
April	17.	L. G. Tillotson & Co., battery	
April	17.	D. Appleton & Co., Latin and German,	
April	17.	A. S. Barnes & Co., German.....	
April	17.	J. W. Martin & Co., organ	

 \$8

III. Amount paid for repairs.

1879.

October	22.	C. H. Jenner, gas-fitting.....	
October	22.	H. Harrington, work	
October	22.	S. W. Allen, work	
October	22.	J. E. Whitney, oil-cloth.....	
November	13.	Pat Keon, digging well.....	
December	13.	J. E. Whitney, work.....	
December	13.	W. Welch, water-lime.....	

1880.

January	15.	J. E. Whitney, stove grates.....	
January	15.	A. F. Wells, hardware.....	
January	15.	Hinman & Fowler, stoves	
January	15.	Albion Med. Stone Co., well stone....	
February	14.	Pat. Keon, labor.....	
February	14.	S. W. Allen, cartage.....	
February	14.	Underhill & Smith, lumber	
February	14.	M. O. Randall, repairing clock.....	
February	14.	Chas. Van Eps, stoves, etc.....	
February	14.	R. T. Ward, repairing stove.....	
March	20.	C. Van Eps, hardware.....	
March	20.	Wm. Bradford, hardware and labor....	
April	17.	W. H. Cooley, architect.....	

 \$3

IV. Amount paid for incidental expenses.

1879.

October	22.	Whiteside, Barnett & Co., wood.....	\$
October	22.	Mrs. Baker, stamps.....	
October	22.	Advertising	
October	22.	Norman Tooley, 150 tons coal.....	\$

79.

ber 13. W. H. Lennon, expenses to principal's meeting.....	\$6 50
ber 13. O. Schouton, brooms, etc.....	7 74
ber 13. J. Wilson & Co., advertising.....	2 00
ber 13. Rochester Printing Co., advertising....	6 25
ber 13. Evening Express Co., advertising	9 00
ber 13. Brockport Gas Co., gas.....	36 30
ber 13. J. A. Tozier, stationery, etc.....	50 33

80.

15. Brockport Gas Co., November and January.....	70 20
15. D. Holmes, postage and stationery.....	5 00
14. Brockport Gas Co., gas.....	36 60
20. J. Reixinger, kindling wood.....	3 75
20. American Express Co., express.....	17 50
20. E. R. Andrews, printing.....	21 50
20. Whiteside, Barnett & Co., wood.....	7 50
20. Brockport Gas Co., gas.....	37 20
20. C. D. McLean, students' mileage.....	180 10
17. Brockport Gas Co., gas.....	25 50
17. American Express Co., express.....	2 30
17. J. A. Tozier, stationery, etc.....	19 10
29. L. T. Beach, printing.....	42 00
29. Mrs. M. E. Baker, postage, etc.....	11 52
29. Gavit & Co., printing.....	21 55
29. Brockport Gas Co., gas.....	22 80
29. E. R. Andrews, printing.....	18 25
29. J. A. Tozier, stationery.....	5 55
29. S. W. Allen, cartage.....	13 25
29. Ketcham & Patten, stationery.....	9 10
29. C. D. McLean, students' mileage.....	173 54
29. American Express Co., express.....	1 70

Total..... \$1,438 15

ACADEMIC DEPARTMENT.

Receipts.

79.

1. To amount on hand.....	\$689 18
1. To tuition moneys during the year.....	1,912 60

Total..... \$2,601 78

Disbursements.

Amount paid teachers and janitor:

Burlingame.....	\$1,000 00
Lora C. Willsea.....	600 00

William Knowles, janitor.....	\$250 00
Amount on hand September 30, 1880.....	751 78
Total.....	<u>\$2,601 78</u>

V. FACULTY.

At the close of the year, Mrs. W. C. Sylla, who had for some time filled the position of preceptress with marked ability, tendered her resignation, and Miss Mary R. Rhoades was elected to fill the vacancy at a salary of \$1,100 per annum.

Miss Harriet S. Gillette, principal of the intermediate department, also resigned her position at the close of the school year, and Mrs. Mary A. Cady, critic to that department, was elected principal of the department at an annual salary of \$700. Miss Stella M. Harris, critic in the primary department, was elected critic, at a salary of \$600 per annum, in place made vacant by promotion of Mrs. Cady; and Mrs. Roxanna Palmer was elected critic in the primary department in place of Miss Harris promoted, at a salary of \$500 per annum.

VI. LOCAL BOARD.

During the past year the local board and the school have suffered a great loss in the death of the Hon. Jerome Fuller, who, from the organization of the board, had been its chairman. His death occurred September 2, 1880, and at the next regular meeting of the board the following preamble and resolutions were unanimously adopted:

WHEREAS, This local board, in the death of our valued president, keenly realize the great and irreparable loss which has been sustained by our body, by our Normal School and by our village; therefore,

Resolved, That we desire to attest our personal affection and regard for him both as a man and a presiding officer, and how profoundly conscious we are of his services in our board.

Resolved, That it is the sense of this body that to his broad, comprehensive and enthusiastic intellect, to his culture, to his sagacity, to his judicious and temperate counsel, and to his foresight and wisdom, this school is largely indebted for its success and prosperity.

Resolved, That this village and community, in the death of this man of noble mind, of exalted life, and of large and capacious spirit, have suffered a loss that cannot be easily estimated; and it may be truly said of him that when a good man dies the nation mourns.

Resolved, That the sympathies of this board be expressed to the family that has been so sorely afflicted in the loss of a husband and father.

Upon the recommendation of the board, Mr. John H. Kingsbury, of Brockport, N. Y., was appointed to fill the vacancy in the board, by the Superintendent of Public Instruction.

VII. ATTENDANCE FROM OCTOBER 1, 1879, TO SEPTEMBER 30, 1880.

Normal Department.

Whole number registered.....	385
Average attendance.....	214.325
Average age:	
Males.....	19
Females.....	19

Academic Department.

Whole number registered.....	169
Average attendance.....	59
Average age:	
Males.....	17.5
Females.....	17

Intermediate Department.

Whole number registered.....	172
Average attendance.....	112

Primary Department.

Whole number registered.....	170
Average attendance.....	110

VIII. ALUMNI.

The following is a list of graduates for the past year, with grade of diploma:

Classical Course.

M. Elizabeth Adams.....	North Manlius.....	Onondaga Co.
Charles H. Boynton.....	Lake Side.....	Wayne Co.
Mary A. Capron.....	Belfast.....	Allegany Co.
Hattie A. Cook.....	Holley.....	Orleans Co.
Douglas Chickering.....	Brockport.....	Monroe Co.
Alice East.....	Brockport.....	Monroe Co.
Wm. C. Hitchcock.....	Henrietta.....	Monroe Co.
Caroline C. Marquisse.....	Richfield Springs...	Otsego Co.
Edward Manley.....	Brockport..	Monroe Co.
Viola A. Rood.....	Brockport.....	Monroe Co.
Henry A. Spencer.....	Albion.....	Orleans Co.
Emma A. Titus.....	Athens.....	Greene Co.
Theodora M. Thompson.....	Port Richmond.....	Richmond Co.
Rachel R. Whiting.....	Athens.....	Greene Co.

Advanced English Course.

Anna Alberton.....	Newark.....	Wayne Co.
Clara A. Bennett.....	East Hamlin.....	Monroe Co.
Hattie S. Carey.....	Middlesex.....	Yates Co.

Harriet L. Farley.....	Union Springs.....	Cayuga Co.
M. Louise Jones.....	Turin.....	Lewis Co.
Ellen F. Mason.....	Binghamton.....	Broome Co.
Willis E. Miner.....	Brockport.....	Monroe Co.
Fannie M. Stewart.....	Churchville.....	Monroe Co.
Isabella B. Whitney.....	Brockport.....	Monroe Co.

ACADEMIC DEPARTMENT.

English Course.

M. Estelle Files..... Clarkson..... Monroe Co.

Music Course.

Lily E. Cutter..... Brockport..... Monroe Co.

IX.

The following are the officers of the several societies connected with the school:

Gamma Sigma.

President, Charles Irwin; Vice-President, George A. Farrall; Secretary, George A. T. Eddy; Corresponding Secretary, Edwin M. Crocker; Treasurer, John B. Stack; Librarian, Wm. R. Wilcox; Directors, John B. Stack; George A. Farrall; Charles Irwin.

Arethusa.

President, E. Adelia Cady; Vice-President, Ella J. Clark; Secretary, Lizzie A. Sill; Treasurer, Emily Steele; Librarian, Nettie E. Bullis; Directresses, Julia Brace, Margaret McPherson, Amanda Perry.

Natural History Club.

President, Bertha C. Barnard; Vice-President, William A. Scott; Recording Secretary, E. Adelia Cady; Corresponding Secretary, Miss Jennie M. Thompson; Treasurer, Rodney E. Odell; Curator, Prof. W. H. Lennon.

Song Circle.

President, Edwin M. Crocker; Vice-President, Lizzie A. Robinson; Secretary and Treasurer, Jennie Phillips; Pianist, Jessie E. Hillman; Musical Directress, Miss Elizabeth Richmond.

STATE OF NEW YORK, }
County of Monroe, } ss.:

Joseph A. Tozier, Secretary *pro tem.* of the local board, being duly sworn, says that the written report of the State Normal School,

Brockport, for the past year, is correct and true according to his best knowledge and belief.

J. A. TOZIER,
Secretary pro tem.

Sworn to before me, this 11th }
day of January, 1881. }

H. P. NORTON, *Notary Public.*

(P.)

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT BUF- FALO.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The local board of the Normal and Training School at Buffalo, submit their tenth annual report, as follows:

THE BOARD AND ITS OFFICERS.

No changes have occurred since the last report. The Board stands as follows:

Francis T. Root, Buffalo, President.

William H. Greene, Buffalo, Secretary.

Stephen M. Clement, Buffalo, Treasurer.

Thomas F. Rochester, Buffalo. Henry Lapp, Clarence.

Grover Cleveland, Buffalo. David Gray, Buffalo.

Of the original board of nine members, Messrs. Root, Greene, Rochester, Cleveland and Lapp are still connected with it. The vacancies occasioned by the death of Messrs. Steele and Potter have not been filled, and the seven named above constitute the present board.

The executive committee of the board is composed of Messrs. Root, Greene, Clement, Rochester and Gray, and the clerk is H. B. Buckham.

FACULTY OF INSTRUCTION.

No changes have occurred in the faculty of instruction, during the year, except that the services of Miss Ida C. Bender, assistant teacher of Latin, have been discontinued, as they were not needed. The salary of Miss Clara L. Young, by vote of the board and approval of the Superintendent, was raised from \$700 to \$800 per annum. Both these changes date from September 1, 1880.

The names, departments and salaries for the school year ending in June, were as follows:

Henry B. Buckham, principal, philosophy and didactics, \$2,500; David S. Kellicott, physical science, \$1,600; Marcus A. G. Meads, mathematics, \$1,600; Mark M. Maycock, drawing and penman-

ship, \$1,500; Frank W. Forbes, ancient and modern languages, \$1,500; Joseph Mischka, vocal music, \$500; Mary F. Hall, methods and head critic, \$1,200; Mary Wright, geography and history, \$900; Mary J. Harmon, reading and rhetoric, \$1,000; Isabella Gibson, arithmetic and algebra, \$900; Clara L. Young, English language, \$700; Ida C. Bender, assistant in Latin, \$200.

The teachers in the school of practice are: Ada M. Kenyon, first grade, \$800; Clara E. Field, second and third grades, \$650; Adella F. Fay, fourth and fifth grades, \$650; Winnie S. Thompson, sixth and seventh grades, \$400; Ellen Brown, eighth, ninth and tenth grades, \$650.

As heretofore, these teachers are paid by the city, except that Miss Kenyon is paid \$150 for services required of her as having general oversight of the department, this sum being included in the salary mentioned above.

These teachers are also assistant critics in their respective departments.

NUMBER IN ATTENDANCE.

The number in attendance during the year was 259, and the average attendance was 175. There were, also, five academic students, that is, students not pledged to engage in teaching, but desirous of joining classes in the normal school. This number is rather smaller than that reported last year, but it is believed that the improvement in quality of students fully compensates for this slight falling off in numbers.

GRADUATION.

Seventeen students were graduated in the normal courses in June, and one in the academic course. The total number of normal graduates is 185, and of academic graduates is 17. Of these, we are certain that all have been honorable in their intentions in coming to this school, and we know that a very large proportion of them have done, and are still doing, such teaching as they have found opportunity of doing. It is gratifying to know that graduates of the school are more sought for than ever before, and that some neighboring villages have passed resolutions to employ as teachers none but graduates of some normal school.

The effort of the school, during the past year, has been to make *teaching* in the school of practice, and *criticism* more efficient. It has seemed to us that our students will get more practical benefit from this than from deeper studies into the metaphysics of pedagogy, and that actual teaching under faithful and intelligent inspection will do more than any thing else toward making good teachers for common school work. We have used our school of practice to its full extent for this purpose, and we have extended this practice to the classes in the normal school. The result, so far as now seen, certainly points to continued and increasing efforts in this direction. If every three of these pupil-teachers could be followed, and in-

spected and aided by one competent critic, we believe that the normal school would be doing the most fruitful work of which it is capable.

The board are happy in reporting continued and entire harmony between the faculty and themselves, and between our normal school as a whole, and the Department of Public Instruction.

The request of the Superintendent that these annual reports be confined to the working of the school for the year, precludes the propriety of any discussion of educational topics in general.

DETAILED STATEMENT OF RECEIPTS AND EXPENDITURES OF THE
BUFFALO NORMAL SCHOOL FOR THE YEAR ENDING SEPTEMBER
30, 1880.

Receipts.

Balance on hand at last report.....	\$405 29
Received from the State on account of annual appropriation.....	17,598 81
Tuition fees from academic students.....	75 00
Total.....	<u>\$18,079 10</u>

Expenditures.

On account of teachers' salaries:

H. B. Buckham, principal	\$2,500
D. S. Kellicott.....	1,600
M. A. G. Meads.....	1,600
M. M. Maycock.....	1,500
F. W. Forbes.....	1,500
James Mischka.....	500
Mary F. Hall.....	1,200
Mary Wright.....	900
Mary J. Harmon.....	1,000
Isabella Gibson.....	900
Clara L. Young.....	700
Ada M. Kenyon.....	150
Ida C. Bender.....	125
Total.....	<u>\$14,175</u>

On account of janitor:

Robert Cox, wages.....	\$550
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On account of furniture:

J. M. Jacobs, lithogram.....	\$8 00
Husee & Co., chairs.....	16 50
Total.....	<u>\$22 50</u>

On account of apparatus:

Taintor, Merrill & Co., arithmetical frame.....	\$13 50
W. & L. E. Gurley, transit instrument.....	258 00
B. F. Stevens, Manikin and Exchange.....	24 00
Total.....	<u>\$295 50</u>

On account of reference library:

P. Paul, sundry books.....	\$68 85
Bigelow Brothers, historical addresses.....	3 90
Total....	<u>\$72 75</u>

On account of fuel:

J. Ormsby, wood.....	\$12 00
E. S. Hubbell, coal.....	432 00
E. S. Hubbell, coal.....	392 15
Total.....	<u>\$836 15</u>

On account of text-books:

P. Paul, sundry books.....	\$35 94
S. C. Griggs, Latin lessons.....	33 50
P. Paul, sundry books.....	24 75
Hy. Holt, physiologies.....	40 45
P. Paul, sundry books.....	41 00
P. Paul, sundry books.....	71 15
F. Schottin, binding old books.....	149 80
H. B. Buckham, sundry books purchased.....	19 60
Total.....	<u>\$416 24</u>

On account of repairs:

F. Feyl, painting.....	\$3 71
Henley & Stygall, steam pipes.....	17 30
F. N. Widner, blackboards.....	13 00
Henley & Stygall, water-closets.....	40 45
S. W. Sanford, reslating blackboards.....	67 25
M. H. Short, labor on blackboards.....	4 75
Henley & Stygall, steam pipes.....	12 50
Jas. Harrington, cleaning boilers.....	9 30
Post & Son, paint for fence.....	159 30
Wm. Jeffrey, labor and lumber, repairing fence and steps.....	114 75
F. Feyl, painting fence, steps, etc.....	198 75
Henley & Stygall, closets and steam pipes.....	21 45
Total.....	<u>\$662 75</u>

On account of contingent expenses:

First quarter.

M. Taylor & Co., stationery	\$13 45
Gas Co., gas, September, October	25 65
G. Kraashaar, tuning piano twice	4 00
P. Dedderich, labor	2 00
Pratt & Co., locks	1 49
R. Cox, sundries	3 70
Arend & Co., mats	4 25
Total	\$54 54

Second quarter.

M. Taylor & Co., stationery	\$3 80
Gas Co., gas, November and December	36 90
Cowin & Co., printing, \$18.75; stationery, \$15	33 75
P. Paul, sundries	4 30
Total	\$78 75

Third quarter.

Gas Co., gas, January, February, March	\$48 60
Coppins & Son, glazing	3 75
H. Baker, brooms	2 50
J. Atwood, carpenter's work	5 10
H. Bates, cleaning clocks	3 00
R. Cox, housing coal \$5.75; nails, screws, etc., \$4.71,	10 46
H. B. Buckham, 4 days' labor paid, \$7; sundries, \$2,	9 00
Total	\$82 41

Fourth quarter and to the end of the year.

C. B. Knowlton, copy slips for year	\$12 25
Delaware Avenue M. E. Church, gas, \$10, and janitor, \$5	15 00
Gas Co., gas, April and May	22 05
Gavit & Co., normal diplomas	16 15
M. Taylor, stationery and sundries	12 60
C. M. Lymon, chemicals	14 06
Courier Co., printing, \$65, and stationery, \$58.35	123 35
R. Cox, supplies	3 38
S. O. Barnum, step-ladder and ribbon	5 84
Geo. Hertel, labor and material	10 75
H. Baker, brooms	2 60
S. O. Barnum, feather dusters	13 50

H. L. Bunell, interest	\$5 00
D. W. C. Weed, repairing mower	2 25
Arend & Co., mats	12 00
Gas Co., gas, June, July, August	18 00
R. Cox, housing coal, \$6; house cleaning, \$8.43....	14 43
G. T. Phelps, agent, crayon and erasers, sundries....	13 00
H. B. Buckham, postage for year, \$17.38; express charges, \$11.08; freight and cartage, \$5.40; sun- dries, \$2.18.....	36 04
Total	\$352 25

Expended from tuition money, with approval of Superintendent of Public Instruction:

E. S. Hammond, prize badges.....	\$27 00
Gavit & Co, academic diplomas	2 00
C. Christensen, trees and plants.....	20 55
Sundry reference books.....	32 50
Sundry periodicals.....	82 20
	<hr/>
	\$164 25

RECAPITULATION.

Total receipts from all sources.....	\$18, 079 10
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Expenditures for the year.

Paid on account of teachers' salaries.....	\$14, 175 00
Paid on account of janitor's wages.....	550 00
Paid on account of furniture.....	22 50
Paid on account of apparatus.....	295 50
Paid on account of reference library.....	72 75
Paid on account of fuel.....	836 12
Paid on account of text-books.....	416 25
Paid on account of repairs.....	662 74
Paid on account of contingent expenses:	
First quarter.....	\$54 54
Second quarter.....	78 75
Third quarter.....	82 41
Fourth quarter and to end of year.....	352 25
	<hr/>
	567 95
Paid from tuition money.....	164 25
Balance in hands of local board	316 04
	<hr/>
	\$18, 079 10

ERIE COUNTY, ss. :

David Gray, acting president, and William H. Greene, secretary, of the local board of the State Normal and Training School at Buffalo, being duly sworn say, and each for himself says, that the foregoing detailed statement of the receipts and expenditures of the said board has been approved by the executive committee of the said board, and that he believes such statements to be correct.

DAVID GRAY,
Acting President.
WM. H. GREENE,
Secretary.

Subscribed and sworn to before me, }
this 25th day of January, 1881. }

HENRY B. GREENE,
Notary Public in and for Erie County.

All of which is respectfully submitted.

WM. H. GREENE,
Secretary of Local Board.

BUFFALO, January 25, 1881.

(Q.)

TWELFTH ANNUAL REPORT OF THE STATE NORMAL AND TRAINING SCHOOL AT CORTLAND, N. Y., FOR THE YEAR ENDING SEPTEMBER 30, 1880.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—The local board of the State Normal and Training School at Cortland, N. Y., herewith submit their twelfth annual report, which is for the year ending September 30, 1880.

STATISTICS OF THE ALUMNI OF THE SCHOOL.

Statistics concerning the Alumni of the Cortland State Normal School, presented at the public Alumni exercises held June 28, 1880, by Sara A. Saunders, committee for the association.

The value and efficiency of a school are measured by the result of its labors as seen in the attainment and rank of its graduates. This is especially true in the case of a professional school, and the intrinsic worth of such a school is only determined by the subsequent work of those who sought preparation within its walls.

Perhaps none among the professional schools are so thoroughly criticised and questioned, concerning merit, as are the normal schools which claim as their distinctive field, the preparation of persons for the profession of teaching.

The Cortland Normal School has its part to bear in proving that these schools are accomplishing a work that is of great value, if not indispensable, to the best interests of education.

With a view to answer the question so frequently asked, "What are your graduates doing?" and also to inform ourselves as members of the Alumni, the following statistics have been prepared, from blanks, which were sent to all members of the Alumni association last March, for their answers to certain questions contained in them.

The school was organized March 3, 1869. The first class graduated July 1, 1870, and to date including the class of June 29, 1880, the graduates number 275 — 56 males and 219 females.

During the ten years which have elapsed since the first class went out, seven members of the Alumni have died, viz.: one male and six females, leaving a membership of 268.

Taking out the 32 members who form the class of June, 1880, there remain 246 graduates. To this number the blanks above mentioned were sent. Fifty-eight of the number did not return their blanks (in time to have the reports used), hence the statistics now given pertain to the 188 who did reply. Forty-three of this number are males and 145 are females. The statistics in all cases refer to the time since graduation.

Of the 43 males who report, 20, or 46 1-2 per cent., have taught all the time since graduation; 20, or 46 1-2 per cent., have taught only a portion of the time; three, or 7 per cent., have not taught at all; 93 per cent. have taught more or less.

The highest yearly salary any one of the number has received for a series of years, averages \$1,500, while the lowest salary averages \$400.

Of the 40 males who have taught, 34, or 85 per cent., have taught in New York State; 6, or 15 per cent., have not taught in New York State; 8, or 20 per cent., have taught both in New York State and also in other States.

The following are the States in which the fourteen who have given service to States other than New York have taught.

New Jersey,	Pennsylvania,	Iowa,
Ohio,	Connecticut,	Illinois,
Michigan,	Rhode Island,	Virginia.
Georgia,	North Carolina,	

The following are the places in New York State where the 34 males have taught:

Binghamton,	Elmira,	Lockport,
Medina,	Jamaica, L. I.,	Georgetown,
Weedsport,	Holland Patent,	Cortland,
Accord,	Marathon,	Union,
Pompey,	Harpersville,	Truxton,
Chittenango,	Horseheads,	Lisle,
Cuyler,	Rosendale,	Monroe,
Moravia,	Sloatsburg,	Washington Mills,
Washingtonville,	Theresa,	Newfield,
Mexico,	East Pembroke,	Morrisville,
Lee Center,	Fredonia,	Northport,

Chenango Forks,
Rockaway,
Boonville,

Carthage,
Havana,

Manlius,
Scipio.

Of the 34 males mentioned above, 26 have been principals of union graded schools; 4 have been principals of city ward schools; 4 have served as superintendents of public schools in cities or in large villages; 2 have been principals of city high schools; 4 have been in faculty of city high schools; 4 have been members of the normal school faculty; 1 has held the office of county school commissioner; 1 has been principal of an academy; 1 has the chair of music and modern languages in a female college; 1 has had the chair of mathematics and natural sciences in an academy; 1 has had the chair of natural sciences in a city high school.

During the school year ending July, 1880, 27 males, or 63 per cent., have been teaching at an average salary each of \$812; \$2,000 being the highest salary, and \$500 the lowest. Of the number 27—13 are principals of union graded schools; 3 are principals of city ward schools; 4 are principals of city high schools; 1 is principal of a department in a high school; 2 are superintendents of public schools; 1 is principal of a department in a normal school; 1 holds the chair of English physics and Latin in a normal school; 1 has the chair of mathematics and natural science in an academy; 1 is director of music department and professor of modern languages in a female college.

The following are the statistics pertaining to the females since graduation and refer only to the 145 who returned blanks. 62 females, or 43 per cent., have taught all the time since graduation; 74 females, or 51 per cent., have taught only a portion of the time; 9 females, or 6 per cent., have not taught at all; 94 per cent. taught more or less.

The highest yearly salary any one has received for a series of years, averages \$911; the lowest averages \$150, this latter being in a rural district school.

Of the 116 females who have taught more or less, 128, or 94 per cent., have taught in New York State; 8, or 6 per cent., have not taught in New York State; 14, or 10 per cent., have taught in New York State and also in other States.

The following are the States in which the 22 who have not remained all the time in New York State have taught:

Connecticut,
New Jersey,
Indiana,
Tennessee,
Nebraska,

Michigan,
Illinois,
Iowa,
California,

Minnesota,
Vermont,
Wisconsin,
Pennsylvania.

The following are the places in New York State where the 128 females have taught:

Jordan,
Carthage,

Summer Hill,
Elmira,

Cortland,
Onondaga Valley,

Niles,	Binghamton,	Canandaigua,
Middletown,	Dresserville,	Glen Head, L. I.,
New York city,	Glen Haven,	Ithaca,
Morrisville,	Sidney Plains,	South Cortland,
Chittenango,	Georgetown,	Clark's Ferry,
Balmville,	Green Island,	Vassar College,
Scott,	Homer,	Cincinnatus,
Moravia,	Oneonta,	Windsor,
Lakeport,	Speedville,	South Orange,
Kattelville,	North Pitcher,	Washingtonville,
Harpersville,	New Warwick,	Lincklaen,
Kingston,	Coventry,	Bethlehem,
East Homer,	McLean,	Newark,
Horseheads,	Syracuse,	Cazenovia,
Clyde,	Buffalo,	Geneseo,
Deposit,	Taylor,	Cuyler,
Owego,	Port Jervis,	Nyack,
Auburn,	West Eaton,	Lisle,
West Monroe,	Medina,	Unadilla,
Newark Valley,	McGrawville,	Newfield,
Truxton,	Poolville,	Dryden,
DeRuyter,	Fabius,	Hamilton,
Virgil,	Harford,	East Watertown,
Groton,	Marathon,	Scipio,
Berkshire,	Norwich,	Fulton,
Triangle,	Lansing,	Lapeer,
Freeville,	Andes,	Killawog,
Peruville,	Greene,	Etna.

Of the 128 females mentioned above, 77 have taught in union graded schools; 20 have taught in city ward schools; 6 have taught in high schools; 11 have taught in normal schools; 1 has taught in a college; 5 have taught in private schools; 7 have taught in academies; 49 have taught in district schools.

During the school year ending July, 1880, 81 females, or 56 per cent., have been teaching at an average salary of \$380; the highest salary being \$1,000, and the lowest \$150.

Of the 81 females who have taught during the year, 40 have been in union graded schools; 19 have been in city ward schools; 10 have been in district schools; 6 have been in normal schools; 3 have been in high schools; 1 has been in a college; 1 has been in an academy; 1 has been in a private school.

A summary of items pertaining to the 188 persons who returned blanks gives the following: One hundred and seventy-six persons, or 94 per cent., have taught since graduation; 12 persons, or 6 per cent., have not taught since graduation; 82 persons, or 44 per cent., have taught all the time since graduation; 94 persons, or 50 per cent., have not taught all the time since graduation; 162 persons, or 86 per cent., have returned service to New York State; 14 persons, or

8 per cent., have given their services entirely to States other than New York; 103 persons have taught in union graded schools; 24 persons have taught in city ward schools; 10 persons have taught in high schools; 15 persons have taught in normal schools; 50 persons have taught in district schools; 8 persons have taught in an academy; 2 persons have taught in a college; 5 persons have taught in private schools.

Of the 58 persons who did not send in reports, the following is correct as far as known: All but 6 have taught more or less; 18 have taught in union graded schools; 13 have taught in city ward schools; 15 have taught in district schools; 2 have taught in normal schools; 1 has taught in an academy; 1 has taught in a private school; 36 persons have taught in New York State; 10 persons have taught in States other than New York.

ATTENDANCE BY THE YEAR.

The following table exhibits the history of the Cortland Normal School from its beginning, March 3, 1869, down to September 30, 1880, the close of the twelfth, or last, school year. The exhibit shows the total number of normal students enrolled each year, the average attendance, the average age, the per cent. of attendance of the whole number registered, and the per cent. of students that dropped out of school during the year, thus indicating approximately the proportion of students of the school who teach annually in the public schools.

	YEAR.	No. students.	Average attendance.	AV. AGE.		Per cent. of attendance.	Per cent. who teach yearly.
				Males.	Females.		
1.	March 3, 1869, to October 1, 1869 . . .	116	53	19	19	46	54
2.	October 1, 1869, to October 1, 1870 . .	322	123	19	19	39	61
3.	October 1, 1870, to October 1, 1871 . .	401	162	20	19	41	59
4.	October 1, 1871, to October 1, 1872 . .	370	161	19	19	44	56
5.	October 1, 1872, to October 1, 1873 . .	390	163	20	19	42	58
6.	October 1, 1873, to October 1, 1874 . .	399	177	20	19	45	55
7.	October 1, 1874, to October 1, 1875 . .	370	179	20	22	49	51
8.	October 1, 1875, to October 1, 1876 . .	377	157	20	20	42	58
9.	October 1, 1876, to October 1, 1877 . .	398	177	20	19	45	55
10.	October 1, 1877, to October 1, 1878 . .	361	197	21	20	55	45
11.	October 1, 1878, to October 1, 1879 . .	324	153	21	20	48	52
12.	October 1, 1879, to October 1, 1880 . .	449	220	21	20	50	50

An examination of the above table shows that the last year was the most largely attended in the history of the school, some fifty different students having been enrolled over and above that of any previous year, and an advance of one hundred and twenty-five over the preceding year, with an increase of sixty-seven in the average attendance.

ATTENDANCE BY TERMS OF NEW STUDENTS.

The following table shows the number of new normal students names not appearing upon the rolls before—for each term during the history of the school.

Number Term.	YEAR.	Males.	Females.	Total.
1..	From March 3, 1869, to July 20, 1869.	28	29	
2..	From September 8, to February 1, 1870	48	68	
3..	From February 16, to July 1, 1870	30	40	
4..	From September 14, to January 31, 1871	56	84	
5..	From February 15, to June 30, 1871	18	22	
6..	From September 6, to January 30, 1872	51	55	
7..	From February 14, to July 2, 1872	23	20	
8..	From September 4, to January 28, 1873	26	47	
9..	From February 12, to July 1, 1873	26	26	
10..	From September 3, to January 27, 1874	39	71	
11..	From February 11, to June 30, 1874	18	19	
12..	From September 2, to January 26, 1875	36	62	
13..	From February 10, to June 29, 1875	20	24	
14..	From September 1, to January 25, 1876	32	61	
15..	From February 9, to June 27, 1876	17	19	
16..	From September 6, to January 30, 1877	36	68	
17..	From February 14, to July 3, 1877	21	20	
18..	From September 5, to January 29, 1878	20	48	
19..	From February 13, to July 2, 1878	15	17	
20..	From September 4, to January 28, 1879	32	49	
21..	From February 12, to July 1, 1879	32	17	
22..	From September 3, to January 27, 1880	42	84	
23..	From February 11, to June 29, 1880	19	38	
	Total.....	685	983	1,

ATTENDANCE FOR THE YEAR ENDING SEPTEMBER 30, 1880.

Whole number of normal students.....

Average attendance of normal students.....

Average age of normal students:

Males

Females

Attendance in Schools of Practice for the year.

	Whole No.
Academic department	17
Intermediate department.....	120
Primary department.....	197

REPAIRS.

The improvements begun last year have been practically completed. The three small furnaces that were under the west end of the building were replaced by two larger ones, during the summer vacation.

SCHOOLS OF PRACTICE.

The Superintendent of Public Instruction, July 24, 1880, revoked his order made June 11, 1877, whereby the sittings were limited to 250; September 1, 1880, those schools were allowed a larger number of pupils, in consequence of this counter-order. Additional seats have been placed in the rooms, in vacation, to accommodate the attendance.

EXERCISES.

Class day exercises at the Normal Chapel, 2 o'clock p. m., Monday, June 28, 1880.

"The joy is in winning, not in wearing the laurels."

[January, 1879.]

"Our purpose holds to sail beyond the sunset."

[July, 1879.]

PROGRAMME.

Music.

Prayer Prof. F. S. Capen.
President's Address—"Culture in our Common Schools." .. Dayton P. Stowell.
Class History Jay W. Chapman.

Music.

Essay—"The Bible in Literature and Art." Carrie E. Gardner.
Oration—"Principles and Men." Bayard W. Purcell.

Music.

Poem—"The Meeting of the Ships." Hamilton Terry.
Prophecy Claire Norton.
Presentation Mary E. Crowell.

Music.

Music by Alex. Brown's Orchestra.

Sixth public exercises of the Alumni Association of the State Normal School, Cortland, N. Y., in Taylor Hall, Monday, June 28, 1880, at 8 p. m.

(Organized June 30, 1873.)

PROGRAMME.

1. Prayer. Rev. A. J. Hutton.

Music.

2. Address — "The State and Morality" A. H. Brown.
(Class, June 30, 1874 Michigan University, Ann Arbor, Mich.)

Music.

3. Essay — "Pictures on and off Canvas" Mrs. H. E. Bradford.
(Class, June 30, 1871, and June 29, 1875..... Holland Patent, N. Y.)

4. A paper Sara A. Saunders.
(Class, July 1, 1873.. Methods and Critic in Primary Dept. S. N. S. Cortland.)

Music.

5. Oration — "King Lear and his Fool" Cyrus J. Wood.
(Class, July 3, 1877..... Rochester University, Rochester, N. Y.)

Music.

6. Poem — "The Fairy Ship" Cora L. Fitch.
(Class, June 27, 1876)..... Assistant Principal in High School, Dryden, N. Y.

BENEDICTION.

Music furnished by Mr. Fernando Edwards.

OFFICERS.

President, Arthur H. Brown, Class, June 30, '74; Vice-President, Ellen J. Pearne, Class, January 29, '78; Secretary, Emily E. Cole, Class, January 31, '71. Treasurer, Samuel J. Sornberger, Class, June 30, '74.

GRADUATES.

January 27, 1880.

MALES.

William Lemuel Bates Cortland, Cortland Co., N. Y.
William A. Miller. Perth Amboy, N. Y.
Niles Freeland Webb Monroe, Orange Co., N. Y.

FEMALES.

Effie Adelle Allan Ludlowville, Tompkins Co., N. Y.
Clara Augusta Boyd Cortland, Cortland Co., N. Y.
Mattie Elizabeth Ball Berkshire, Tioga Co., N. Y.
Minnie Leonard Ball Berkshire, Tioga Co., N. Y.
Bessie Jennie Gutsell McLean, Tompkins Co., N. Y.
Elizabeth Esther Newman.. South Onondaga, Onondaga Co., N.Y.
Mary Elizabeth Robinson... North Chemung, Chemung Co., N.Y.
Ella Dora Robinson North Chemung, Chemung Co., N.Y.
Emily Ellen Stone Binghamton, Broome Co., N. Y.
Frances Atherley Smith.... Meridian, Cayuga Co., N. Y.
Annie Eloise Waters Cortland, Cortland Co., N. Y.
Flora Adelle Wood Cortland, Cortland Co., N. Y.
Minnie May Woodward Moravia, Cayuga Co., N. Y.

June 29, 1880.

MALES.

James Robert Ball	Berkshire, Tioga Co., N. Y.
Elbert Bishop	Binghamton, Broome Co., N. Y.
Fred Le Grand Durand	Hector, Schuyler Co., N. Y.
Howard Franklin Wilcox...	Hobart, Delaware Co., N. Y.
Charles B. Van Wie	Schoharie, Schoharie Co., N. Y.

FEMALES.

Maria Woodward Bishop ...	Cortland, Cortland Co., N. Y.
Jessie Conklin	Elmira, Chemung Co., N. Y.
Josephine Christina Crandall,	Ithaca, Tompkins Co., N. Y.
Jennie Eliza Colligan	Cortland, Cortland Co., N. Y.
Mary Ann Dowd	Cortland, Cortland Co., N. Y.
Rowena Mary Dean	Cortland, Cortland Co., N. Y.
Margaret Ann Emerson	Syracuse, Onondaga Co., N. Y.
Ada Jane Fitch	West Groton, Tompkins Co., N. Y.
Mari Louise Hunter	Elmira, Chemung Co., N. Y.
Emma Verdene Hutchings..	Virgil, Cortland Co., N. Y.
Julia Antoinette Moak.....	Sherburne, Chenango Co., N. Y.
Martha Srites	Deposit, Broome Co., N. Y.
Antoinette Elizabeth Snyder,	Cortland, Cortland Co., N. Y.
Maggie Glendola Smith	Corning, Steuben Co., N. Y.
Mary Dewey Squires	Montoursville, Lycoming Co., Pa.
Cora Josephine Springer ...	Cortland, Cortland Co., N. Y.
Julia Van Orden	Cortland, Cortland Co., N. Y.

CATALOGUE OF GRADUATES SINCE THE OPENING OF THE SCHOOL.

MALES.

Names.	Class.
Ball, James R.	June 29, '80
Bangs, Elmer	July 2, '78
Bates, William L	January 27, '80
Beardsley, Francis M	June 27, '76
Bishop, Elbert	June 29, '80
Bradford, William H	January 26, '75
Brown, Arthur H	June 30, '74
Brown, Charles S	July 1, '79
Brownell, Joseph H	July 3, '77
Bruce, Francis W	June 27, '76
Buell, Charles J	June 27, '76
Chapman, Jay W	July 1, '79
Coleman, Edson N	July 1, '79
Conable, Morris R	July 3, '77
Dates, Thomas B	July 2, '78
Dempster, William H	July 2, '78
Dewey, Charles O	July 3, '77
Donnelly, James W	June 29, '75

Names.		Class.
Durland, Fred. L.	June	29, '80
Falk, Casimir	July	1, '73
Fowler, Charles A.	July	1, '70
Hitchcock, Nelson H.	January	25, '76
Hopkins, Harmon S.	July	2, '72
Kales, John W.	July	1, '73
Kane, Michael N.	July	1, '73
Keeler, Malvin J.	June	30, '71
Kenney, Eudornis C.	January 26, '75 and July	1, '79
Kerr, William D.	January	25, '76
Kinney, Harvey A.	July	2, '78
Knox, Arthur E.	January	25, '76
Knox, Stratton S.	June	30, '71
Lusk, James L.	January	27, '74
McCoy, Franklin A.	July	2, '78
Magoris, Anthony	January	25, '76
Miller, William A.	January	27, '80
Murphy, Chauncey P*	January	30, '72
Page, Emmett D.	July	2, '78
Parsons, Herbert F.	June	30, '74
Perne, Wesley W.	July	1, '70
Purcell, Bayard W.	July	1, '79
Robinson, William P.	June	30, '71
Ryan, George E.	July	2, '72
Shults, James H.	June	30, '71
Sornberger, Samuel J.	June	30, '74
Spencer, William S.	January	30, '72
Squires, Frank J.	June	30, '74
Stillwell, Lamont.	July	2, '78
Stowell, Dayton P.	January	28, '79
Terry, Hamilton	July	1, '79
Van Dawaker, John E.	June	28, '75
Vanderburgh, Fred. A.	July	1, '70
Van Wie, Charles B.	June	29, '80
Viele, John J.	July	3, '77
Webb, Niles T.	January	27, '80
Wilcox, Howard F.	June	29, '80
Wood, Cyrus J.	July	8, '77

FEMALES.

Ainslie, Eda A.	June	30, '74
Ainsworth, Ella A.	June	30, '71
Allen, Effie A.	January	27, '80
Angell, Sarah L.	July	1, '73
Babcock, Estelle V.	January	26, '75
Baldwin, Esther E.	July	2, '72

* Deceased.

Names.	Class.
Mattie E	January 27, '80
Minnie L	January 27, '80
n, Annie M	June 29, '75
, Alice M	January 29, '78
, Mary L	July 3, '77
tt, Anna M	January 30, '77
tt, Florence E	July 2, '78
ay, Jennie L	January 31, '71
p, Mina W	June 29, '80
Anna	July 2, '72
ee, Mary L	June 30, '74
, Clara E	July 2, '72
ick, Sarah	June 30, '71
Clara A	January 27, '80
ay, Sarah E	January 28, '73
urd, Ella F	June 30, '71
, Emma M	July 3, '77
, Sarah A	June 30, '71
nell, Annie L	July 1, '70
rt, Etta A	June 27, '76
nga, Frederica B	July 2, '72
bell, Alice C	January 26, '75
bell, Mary T	June 30, '74
, Alice M	June 30, '71
r, Phebe O	January 28, '73
Sara E	June 29, '75
Marietta S	July 1, '73
Emily E	January 31, '71
Sarah M	July 1, '70
an, Jennie E	June 29, '80
ock, Ellen A	January 26, '75
ock, Jennie E	January 26, '75
in, Jessie	June 29, '80
r, Anna S	June 30, '74
w, Lottie T	June 27, '76
, Ida J	January 26, '75
all, Josephine C	June 29, '80
, Adella E	July 2, '78
ll, Mary E	July 1, '79
r, Helen E	July 3, '77
port, Anna L	June 29, '75
Harriet E	June 29, '75
Rowena M	June 29, '80
nson, Ida A	July 2, '78
asa, Susan J	July 1, '73
, Mary A	June 29, '80
r, Ellen L	January 28, '79
, Carrie B	June 29, '75

Names.		Class.
Eels, Helen P	June 30, '71 and	June 29, '75
Ellis, H. Amelia		June 28, '73
Ellis, Franc C.		January 28, '79
Emerson, Margaret A.		June 29, '80
Evans, Ophelia E.		July 2, '78
Fenner, Kate L.		July 1, '73
Ferris, Mary J.		July 3, '77
Finney, Madge M.		January 31, '71
Fitch, Ada J.		June 29, '80
Fitch, Cora L.		June 27, '76
Fletcher, Flora A.		January 28, '79
Fletcher, Sara F.		June 30, '71
Ford, Alice C.		June 30, '74
Fortner, Sarah E.	January 26, '75, and	January 28, '79
Fowler, Cassie R.		July 2, '72
Freeland, Annie E.		January 26, '75
French, Mary J.		July 2, '78
Fuller, Ellen.		January 28, '73
Gaffney, Emma.		January 30, '72
Gardener, Carrie E.		January 28, '77
Gartland, Anna B.		July 3, '77
Gilbert, Flora A.		January 30, '72
Green, Flora A.		July 2, '72
Griswold, Ida.		July 2, '72
Grover, Mary A.		June 30, '74
Gutsell, Bessie J.		January 27, '80
Hall, Emily A.		January 30, '72
Hall, Libbie M.		July 2, '72
Hammond, Mattie C.		January 29, '78
Harris, Libbie L.		July 2, '72
Hatheway, Addie J.		January 25, '76
Hatheway, Ida M.		January 25, '76
Hawley, Helen.		January 30, '72
Higgins, Mary A.		July 2, '78
Higley, Louise.		January 25, '76
Hoag, Charlotte J.		July 2, '78
Hoagland, K. M.		January 25, '76
Holdridge, Fannie L.		June 27, '76
Hopkins, Mary L.		July 2, '72
Hotchkiss, Eva E.		January 29, '78
Hotchkiss, Ida L.		July 1, '79
Hotchkiss, Viola P.		July 1, '73
Howland, Grace I.		July 3, '77
Hubbard, Frances J.		July 3, '77
Hubbard, Mary A*		January 30, '72
Hubbard, Myra M.		July 2, '72
Hubbard, Sarah H.		January 25, '76

* Deceased.

Names.	Class.	
Francelia A	June	30, '71
er, M. Louise	June	29, '80
hings, Emma V	June	29, '80
r, Carrie L	January	25, '76
, Anna E	July	2, '72
Helen A	January	25, '76
s, Ella L	June	27, '76
ey, Una F	June	27, '76
p, Anna M	January	30, '77
p, Mary E	July	2, '78
Delia J	July	1, '79
Mary E	January	31, '71
ard, Anna M	January	25, '76
r, Mary E	January	31, '71
s, Ella M	June	30, '71
l, Ida E	July	1, '79
ln, Alice L	January	31, '71
n, Harriet N	July	2, '78
h, Sarah E	June	30, '74
raw, Clara H	July	2, '72
raw, Edith H	July	2, '72
ean, Elizaette	July	2, '72
t, Ella M	July	2, '72
ewson, Ella L	June	30, '71
Ella D	June	30, '74
serean, Henrietta	January	27, '74
t, Amelia*	June	30, '71
nell, Marian L	June	27, '76
t, Julia A	June	29, '80
gomery, Julia F	July	2, '72
s, Helena M	July	1, '73
s, Helene M	July	1, '73
on, M. Belle	July	1, '73
man, E. E	January	27, '80
hrup, Adda A	July	1, '70
on, Claire	July	1, '79
Esther E	January	26, '75
Euphemia A	June	29, '75
e, Ellen J	January	29, '78
, Catherine M	June	30, '74
, Katharine A	July	3, '77
, Mary E	July	2, '78
, M. Louise	July	1, '73
y, Mary A	January	31, '71
e, Genevieve	July	8, '77
ps, Emily L	July	2, '78

* Deceased.

Names.	Class.	
Pierce, Lydia M	June 27,	'76
Pomeroy, Anna C	January 31,	'71
Pomeroy, Clara T	January 31,	'71
Potter, Helen L	June 30,	'71
Preston, M. Ella	July 1,	'73
Price, Ina C	July 2,	'78
Purinton, Cora A	January 27,	'74
Rase, Elizabeth	July 1,	'73
Ratliffe, Adaline A*	July 1,	'70
Redmond, Nora	January 29,	'78
Richardson, Carrie E	July 2,	'72
Rigby, Martha J	July 2,	'78
Rindge, Clara S	July 2,	'78
Robinson, Ella D	January 27,	'80
Robinson, Katharine E	January 26,	'78
Robinson, Mary E	January 27,	'80
Rolfe, Mary A	January 26,	'78
Saunders, Sara A	July 1,	'73
Saxton, Kittie C	July 3,	'72
Scott, Catharine A	January 28,	'73
Seacord, Mary K	January 30,	'72
Sergeant, Mary	July 2,	'78
Skeele, Minnie H	January 25,	'76
Smith, Bertha E	July 2,	'72
Smith, Eliza J	January 27,	'76
Smith, Hattie A	January 31,	'71
Smith, Frances A	January 27,	'80
Smith, I. Adelle	January 30,	'72
Smith, Maggie G	June 29,	'80
Snyder, Antoinette E	June 29,	'80
Sornberger, Loraine E*	January 28,	'78
Springer, Cora J	June 29,	'80
Springer, Ella M	June 30,	'71
Squires, Mary D	June 29,	'80
Stickney, Fannie	January 31,	'71
Stillman, Marie S	July 2, '78, and June 30,	'74
Stites, Martha	June 29,	'80
Stone, Emily E	January 27,	'80
Stuart, Kate R	July 1,	'70
Tackabury, Libbie G	January 30,	'72
Taylor, Bethia J	January 28,	'79
Taylor, Lydia A	January 29,	'78
Thompson, Nellie E	June 27,	'76
Tice, Florence	July 2,	'78
Tillinghast, Mary	January 31,	'71
Trippe, Flora V	July 1,	'73

* Deceased.

Names.	Class.
Tubbs, Mary E.....	July 1, '79
Turner, Mary J.....	June 30, '74
Tyler, Laura E.....	January 25, '76
Upson, Ada H.....	June 29, '75
Van Ness, Henrietta.....	June 30, '71
Van Orden, Julia.....	June 29, '80
Van Sieten, Belle.....	July 1, '73
Van Sieten, Julia.....	July 1, '73
Walker, Florence.....	January 29, '78
Wallace, Ada J.....	June 30, '74
Waters, Annie E.....	January 27, '80
Webster, Ella A*.....	June 29, '75
Welles, Jennie.....	January 29, '78
Wheaton, Emma.....	January 29, '78
Whitney, Annie L.....	June 27, '76
Wiles, Emma A.....	June 30, '72
Willis, Julia H.....	July 1, '70, and June 30, '74
Willis, Mary L*.....	July 1, '70
Willey, Mary B.....	July 2, '72
Williams, Jennie E.....	June 30, '74
Wood, F. Adelle.....	January 27, '80
Wood, Mary L.....	July 2, '78
Woodmancy, Emma V.....	January 26, '75
Woodruff, Julia E.....	January 30, '72
Woodward, Minnie M.....	January 27, '80
Wright, Florence M.....	June 30, '71

DETAILED STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE LOCAL
BOARD OF THE STATE NORMAL AND TRAINING SCHOOL, CORTLAND,
N. Y., FOR THE YEAR OCTOBER 1, 1879, TO SEPTEMBER 30, 1880.

RECEIPTS.

Amount on hand, tuition, October 1, 1879,	\$1,767 00
Received from State to October 1, 1880..	23,626 78
Received from tuition.....	86 00
	<u>\$25,479 78</u>

DISBURSEMENTS.

Teachers' Salaries.

James H. Hoose.....	\$2,500 00
Thomas B. Stowell.....	1,700 00
Frank S. Capen.....	1,600 00
James W. Milne.....	1,400 00
John S. Sornberger.....	1,400 00

* Deceased.

Martha Roe.....	\$900 00	
Mary F. Hendrick	750 00	
Clara E. Booth.....	700 00	
Emily P. Halbert.....	550 00	
Elizabeth Rase	700 00	
Lottie T. Corlew	700 00	
Emily E. Cole.....	700 00	
Sara A. Saunders	700 00	
	<hr/>	\$14,300 00

Library and Apparatus.

Appleton & Co., text-books.....	\$24 33	
Chapin, L. N., text-books.....	45 22	
Davis, Bardeen & Co., reference books...	176 70	
Eldridge & Bros., text-books.....	50 00	
Iverson, Blakeman, Taylor & Co., text-books.....	71 37	
Knapp & Peck, apparatus.....	4 50	
Mahan, Alexander, text-books and music,	4 00	
McMillen & Co., text-books.....	48 98	
Office sundries, books.....	31 70	
Periodicals and papers, from tuition fund, vouchers with Local Board.....	156 65	
Potter, Ainsworth & Co., text-books....	26 19	
Scribner & Co., reference books.....	60 00	
Stowell, T. B., books and apparatus.....	40 89	
Wallace, D. F., text-books and reference books.....	240 44	
Whitall, Tatum & Co., apparatus.....	12 00	
	<hr/>	992 1

Repairs and Improvements.

Repairs, vouchers with Comptroller.	\$4,914 17	
Repairs, vouchers with Local Board.....	150 00	
	<hr/>	5,064 1

Contingent Expenses.

Arnold, Geo. H., supplies.....	\$18 84	
Bradford, G. W., chemicals and stationery,	167 18	
Benton, H. F., lumber and work.....	125 36	
Brewer, Henry, supplies.	48 85	
Bradford, C. H., paint and oil.....	17 10	
Brewer & Schermerhorn, supplies.....	7 92	
Brewer, Stephen, furniture....	5 00	
Beard & Fletcher, stools.....	6 50	
Barnes, Edward, labor.....	5 62	
Chamberlain Manufacturing Co., supplies,	251 33	
Chamberlain, Norman, supplies.....	12 00	

	Cortland Foundry and Machine Co., supplies.....	\$34 10
	Carmichael, J. C., supplies.....	22 19
	Clark, W. H., printing.....	23 25
	Collins, C. H., supplies.....	5 15
	Cloyes & Smith, brooms.....	6 50
	Davis, Bardeen & Co., globes.....	9 75
4, 30	Dickinson, A., supplies.....	12 81
	Freer, S. D., coal.....	608 20
	Gavit & Co., diplomas.....	31 30
	Gooding, Sidney, supplies.....	8 50
	Gas Company.....	164 30
	Gooding, Sidney, janitor.....	500 00
	Graham, J. A., supplies.....	5 20
	Hodson, J., labor.....	1 50
	Jones, B. B., printing.....	101 70
	Kellog & Place, hardware.....	66 85
	Lantman, Geo., labor.....	41 00
	Mahan, Alex., piano rent, etc.....	12 20
	Maycumber, W. S., county clerk.....	6 95
	Newkirk & Co., Wm., hardware.....	151 90
	Office sundries.....	171 20
	Parker, Solen, labor.....	79 36
	Plumb & Co., printing.....	18 25
	Rood, Warner, hall rent.....	30 00
	Reynolds, Fayette, labor.....	15 70
	Return fare, normal students.....	325 29
	Smith & Kingsbury, hardware.....	2 53
	Stowell, T. B., supplies for apparatus....	24 86
92 9	Saunders, Delos, clocks.....	9 00
	Shirly, H. F., painting.....	3 50
	Sager & Co., A., paints and oils.....	36 93
	Tanner Bros., ribbon for diplomas.....	7 50
	Viele, Jas. A., labor.....	100 08
4 17	Wallace, D. F., stationery.....	196 30
	Weed, Parsons & Co., circulars.....	42 00
	Warren, Tanner, supplies.....	10 59
	Watrous, W. C., labor.....	24 15
		<hr/>
		\$3, 576 29

RECAPITULATION.

Teachers' salaries.....	\$14, 300 00
Library and apparatus.....	992 97
Repairs and improvements.....	5, 064 17
Contingent expenses.....	3, 576 29
	<hr/>
Amount on hand September 30, 1880.....	1, 546 35
	<hr/>
Total.....	\$25, 479 78

We hereby certify that we have examined the within statement of receipts and disbursements for the State Normal and Training School at Cortland, during the year ending September 30, 1880.

FREDERICK HYDE, *President.*

NORMAN CHAMBERLAIN, *Secretary.*

Subscribed and sworn to before me, }
this 4th day of May, 1881. }

MORGAN S. WEBB, *Notary Public.*

(R.)

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT FREDONIA.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The Local Board of the State Normal and Training School at Fredonia, in accordance with the requirements of law, beg leave to submit the following report for the year ending September 30, 1880.

I. CONDITION OF PROPERTY.

The Board have expended, out of the annual appropriation, \$965.41 for the new flooring and other repairs on the building, and \$325.91 for books and apparatus. These expenses have been incurred only to meet the immediate demands of the school. The greater part of the flooring is pine and has been in use since the erection of the building, and all should be relaid except a portion that has been renewed the last two years. The Board are still of the opinion expressed last year, that the building should be thoroughly repaired and some radical changes made to avoid the risk of damage from the settling of unsupported partitions.

II. LOCAL BOARD.

The Local Board remains the same as at the last report, and is as follows:

Hon. L. Morris, president; Louis McKinstry, secretary; P. H. Stevens, Franklin Burritt, Charles L. Mark, G. D. Hinckley, Alva Colburn.

III. FACULTY.

The following changes were made in the faculty at the close of the last school year.

Miss Markham resigned her position as teacher of vocal music to give her entire time to instruction in instrumental music, and was recommended by the board as teacher of instrumental music in the school, with the tuition fees of her pupils as compensation.

Miss M. Antoinette Whiting was recommended to the position of vocal music and reading at a salary of \$500 per annum.

Mr. Emmett D. Page resigned his position at the head of the intermediate department to continue his studies in college. Mr. Andrew Y. Freeman was recommended to fill his place at the same salary.

Miss Sarah Glisan resigned her position as assistant in the intermediate department, and it was not thought necessary to supply her place, but the work was assigned to the other critic teachers. These changes were all approved by the Superintendent of Public Instruction, and the faculty is now as follows:

Francis B. Palmer, Ph. D., Principal, History and Philosophy of Education.

James M. Cassety, A. M., Vice-Principal, Mathematics and German.

Oscar B. Burchard, A. M., Ancient Languages.

Charles A. Babcock, A. M., Natural Sciences.

Miss Elizabeth Richardson, Methods and Superintendent of Practice.

Mrs. Kate B. Burchard, Composition, Rhetoric, English Literature.

Miss M. Blanche Blair, Drawing and Geometry.

Mrs. Z. G. Carruth, French and History.

M. Antoinette Whiting, Vocal Music and Reading.

Andrew Y. Freeman, Principal of Senior Department.

Miss Jennie E. Kinsman, Principal of Junior Department.

Miss Anna McKinstry, Critic in Senior Department.

Mrs. Lizzie M. Matthews, Critic in Junior Department.

Miss Eva Wilkins, Assistant Critic.

Miss Anna J. Markham, Instrumental Music.

IV. NAMES OF GRADUATES FOR THE YEAR.

Normal.

Classical — Annie M. Garvin, Rebecca M. Green, Rose E. Rice, Fred. C. Stebbins, Katherine W. Wright.

Advanced English — Elizabeth C. Buell, Mary J. Nelson, Ida Bell Ross, Georgina Ryman, Helen M. Shaw, Mabelle Wilkins, Addie Wilbor, Addie E. Wilson.

Elementary — Abbie A. Blume, Cora L. Hillabrant, Franc H. Lull, Eva L. Persons, Gertrude Rockwell.

Academic.

Advanced English — Helen M. Swift.

Preparatory for College — Daniel Ulric Fairbanks.

Normal graduates for the year.....	20
Whole number of normal graduates.....	264
Academic graduates for the year.....	2
Whole number of academic graduates.....	39

V. ATTENDANCE FOR THE YEAR.

Number of pupils registered:	
Normal	182
Academic	66
Intermediate	184
Primary	153
Total	585

VI. FINANCIAL STATEMENT—YEAR ENDING SEPTEMBER 30, 1880.

Receipts.

Amount received from the State.....	\$18,005 59
Amount received for tuition	175 76
Amount received from other sources.....	8 39
Total	<u>\$18,189 74</u>

DETAILED ACCOUNT OF EXPENDITURES.

Salaries.

Dr. Francis B. Palmer, principal.....	\$2,500 00
James M. Cassety, A. M., vice-principal.....	1,800 00
Oscar R. Burchard, A. M.....	1,500 00
Charles A. Babcock, A. M.....	1,500 00
Elizabeth Richardson.....	1,200 00
Kate B. Burchard.....	800 00
Minnie B. Blair.....	900 00
Mrs. Z. G. Carruth.....	400 00
Anna J. Markham.....	300 00
Emmett D. Page.....	800 00
Jeannie Kinsman.....	800 00
Sarah A. Glisan.....	600 00
Annie McKinstry.....	600 00
Mrs. Lizzie M. Matthews.....	600 00
Eva Wilkins.....	600 00
Patrick McDonell, janitor.....	800 00
Total	<u>\$15,700 00</u>

Fuel and Light.

1879.		
October	4. P. H. Stevens & Co., wood.....	\$61 00
October	4. Frazine & Hamilton, coal.....	344 50
November	21. National Gas Light Co., plumbing and gas bill.....	26 63
1880.		
February	14. National Gas Light Co., gas bill.....	7 50
April	17. National Gas Light Co., gas bill.....	2 50
July	5. Frazine & Hamilton, wood.....	7 00
July	5. National Gas Light Co., gas bill.....	5 50
Total		<u>\$454 63</u>

Repairs and Improvements.

1879.		
October	4. Geo. H. White, carpenter.....	\$241 71
October	4. A. Collis, painting.....	208 69
October	4. Allen & Edmunds, paints, etc.....	161 55

379.

er	4. Henry Bridgeford, mason.....	\$33 54
er	4. F. C. Chatsey, wall paper.....	61 57
number	21. Frank Mabbett, stone walk.....	83 52

).

ary	14. D. L. Shepard, hardware.....	18 34
	17. W. W. Scott & Son, hardware.....	8 21
	17. Geo. H. White, carpenter.....	11 20
	5. Frank Mabbett, stone walk.....	134 83
	5. D. L. Shepard, hardware.....	2 25

al	<u>\$965 41</u>
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). *Books and Apparatus.*

er	4. F. C. Chatsey, books, etc.....	\$49 11
er	4. S. Brainard & Sons, books, etc.....	50 40
number	21. A. S. Barnes & Co., books, etc.....	45 36
number	21. J. E. Lowery, books, etc.....	12 50
number	21. O. D. Case & Co., map.....	15 00

).

	17. F. C. Chatsey, books, etc.....	76 10
	17. Hall & Benjamin, chemicals.....	71 44
	5. O. R. Burchard, cyclopedia of ed....	6 00

al	<u>\$325 91</u>
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). *Mileage.*

ary	14. Students, mileage.....	\$53 43
	5. Students, mileage.....	46 50

al	<u>\$99 93</u>
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). *Miscellaneous.*

number	21. W. W. Scott & Son, hardware.....	\$11 36
number	21. C. F. White & Co., printing.....	41 34
number	21. W. Haywood, labor.....	6 50
number	21. W. McKinstry & Son, printing.....	30 26

0.

ary	4. A. Geiger, tuning piano....	\$2 00
ary	4. Secretary, disbursements.....	12 70
ary	4. E. R. Andrews, blank-books.....	29 00
ary	4. Principal, balance disbursements (last year)	42 80
ary	14. A. Geiger, tuning piano.....	2 00

1880.

February	14.	W. McKinstry & Son, printing.....	\$4
February	14.	C. F. White & Co., printing.....	1
April	17.	National Gas Co., plumbing.....	
April	17.	W. McKinstry & Son, printing.....	3
April	17.	C. F. White & Co., printing.....	2
July	5.	Gavit & Co., diplomas.....	1
July	5.	P. H. Stevens & Co., ribbon.....	
July	5.	Secretary, paid postage.....	1
July	5.	C. F. White & Co., printing.....	3
July	5.	W. McKinstry & Son, printing.....	5
July	5.	Principal, disbursements	4
Total.....			<u>\$47</u>

1879.

Paid from Tuition Fund.

December	24.	R. H. Shankland & Co., advertising..	\$
December	24.	Parker & Hendricks, advertising.....	
December	24.	Ferrin & Weber, advertising.....	
December	24.	A. B. Fletcher, advertising.....	1
December	25.	Rural Home Co., advertising.....	2
December	24.	F. G. Stebbins, advertising	

1880.

July	5.	Paid to make up deficiency in amount from State to pay bills audited	1
Total.....			<u>\$6</u>

RECAPITULATION.

Salaries of teachers and janitor.....	\$15, 700 00	
Fuel and light.....	454 63	
Repairs and improvements.....	965 41	
Books and apparatus.....	325 91	
Mileage to students.....	99 93	
Miscellaneous.....	473 43	
		<u>\$18, 01</u>
Less amount paid from tuition fund.....		1
Total from appropriation.....		<u>\$18, 00</u>
Total from academic fund.....		6
Total expenditures.....		<u>\$18, 07</u>
Amount in hands of Local Board.....		11
		<u>\$18, 18</u>

TUITION ACCOUNT.

Receipts.

Received, academic department.....	\$140 40	
Received, intermediate department.....	35 36	
Interest on deposit of tuition.....	8 39	
Total		\$184 15

Disbursements.

Disbursements, December 24, 1879	\$52 90	
Disbursements, July 5, 1880	13 72	
Total		66 62
Amount in hands of Treasurer Local Board.....		\$117 53

STATE OF NEW YORK, }
Chautauqua County, } ss.:

Lorenzo Morris, president, and Louis McKinstry, secretary, of the Local Board of the State Normal and Training School at Fredonia, being duly sworn, say, and each for himself says, that the foregoing report is true according to his best knowledge and belief.

L. MORRIS, *President.*

L. MCKINSTRY, *Secretary.*

Sworn to before me, this 17th }
 day of December, 1880. }

J. S. LAMBERT, *Notary Public.*

(S.)

NINTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT GENESEO.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— The Local Board of the State Normal and Training School at Geneseo, in accordance with the requirements of law, herewith transmits its ninth annual report.

ATTENDANCE.

The number of pupils registered in the several departments of the school during the year ending September 30, 1880, was as follows :

Normal department.	394
Academic department.....	136

Intermediate department	181
Primary department	200
Total	<u>911</u>

GRADUATES.

The whole number of graduates is :

Males	47
Females	123
Total	<u>170</u>

The number of graduates during the year was :

Males	3
Females	15
Total	<u>18</u>

GRADUATES OF 1880.

Kittie W. Allen	Geneseo, Livingston county.
M. Elizabeth Allen	Geneva, Ontario county.
Frank H. Ames	DeRuyter, Madison county.
Minnie A. Curtis	Geneseo, Livingston county.
Bertha J. Curtis	Geneseo, Livingston county.
Etta M. Conklin	Mt. Morris, Livingston county.
Anna Craig	Churchville, Monroe county.
Jennie C. Dickey	Marshall, Michigan.
Hattie C. Gray	Geneseo, Livingston county.
Libbie V. Griswold	Geneseo, Livingston county.
Emma Higgins	Moscow, Livingston county.
J. Melton Hall	Branchport, Yates county.
Worthy H. Kinney	Belfast, Allegany county.
Myrta B. Mason	Geneseo, Livingston county.
Alida McClave	Wayland, Steuben county.
Lucy A. Palmer	Oramel, Allegany county.
Lillian M. Scofield	Scottsville, Monroe county.
Minnie J. Walker	Geneseo, Livingston county.

LOCAL BOARD.

Hon. James Wood, president; Dr. Walter E. Lauderdale, secretary; Hon. Hezekiah Allen, treasurer; Col. John Rorbach, Adoniram J. Abbott, Hon. Solomon Hubbard, Hon. James W. Wadsworth, Ephraim F. Curtiss, William A. Wadsworth.

FACULTY.

The changes in the corps of instructors, during the year, were as follows; Miranda S. A. Kelsey resigned, and Cynthia U. Weld was

appointed in her place; Anna B. Sherwood resigned, and Laura Rose was elected to fill the vacancy; Mrs. W. K. Walker resigned, and Mrs. J. L. Fraley was chosen as her successor.

The following list gives the names of the present teachers and their departments:

Wm. J. Milne, Ph. D., LL. D., Principal, Didactics and Moral Philosophy.

Jerome Allen, A. M., Natural Sciences.

Reuben A. Waterbury, A. M., Mathematics.

John M. Milne, A. B., Ancient Languages.

Miss Cynthia U. Weld, A. M., Preceptress, Rhetoric and Composition.

Mrs. Sara F. Fletcher, Grammar and Elementary Methods.

Miss Jennie C. Coe, Mathematics and History.

Miss Mary E. Burns, Geography and Composition.

Miss Myra P. Burdick, Critic and Head Teacher of Intermediate Department.

Miss Delia M. Van Derbelt, Critic in Intermediate Department.

Miss Lizzie McBride, Critic and Head Teacher in Primary Department.

Mrs. Phebe B. Minard, Critic in Primary Department.

Mrs. Henriette Gerke, German.

Miss Mary E. Parks, Vocal Music.

Miss Laura Rose, Elocution.

Miss Maria W. Chichester, Drawing and Painting.

Mrs. J. L. Fraley, Instrumental Music.

LOCATION.

The village of Geneseo is delightfully situated in the valley of the Genesee, thirty miles south of Rochester, on the railroad leading from Rochester to Dansville. Students living on the line of the New York Central railroad will take the cars to Rochester, and thence to Geneseo by the Erie railway. Students coming by the Erie railway will take the cars to Avon, and thence to Geneseo.

ADVANTAGES.

The school is supplied with a complete text-book library, containing, besides the works used in the school, others for reference. The students have free access to the Wadsworth Library, which contains nearly ten thousand volumes. There is, besides, a public reading-room, where can be found all the leading daily papers, papers on science, literature, art and religion, and all the monthlies and quarterlies; making it one of the most valuable aids to the student. The chemical and philosophical apparatus of the school is all new, and extensive enough to enable the student to perform all experiments of an elementary course.

BOARDING.

Board can be obtained in private families at rates varying from \$2.75 to \$3.50 per week, exclusive of washing. The boarding hall in the Normal School building, is designed exclusively for ladies in which board, including furnished room, fuel, lights and washing is furnished at \$3.50 per week, payable quarterly, in advance.

On arriving at Geneseo, students should go immediately to the Normal School building, where they will meet some member of the faculty, who will render them all necessary assistance in securing boarding places.

FINANCIAL EXHIBIT.

Receipts.

Amount in hands of Local Board October 1, 1879 ..	\$308 9
Received from State Treasurer during the year ending September 30, 1880	18, 050 5
Amount received for tuition	1, 682 9
Total	<u>\$20, 042 4</u>

Disbursements.

For teachers' salaries	\$13, 795 00
For library, text-books and apparatus	555 11
For repairs and improvements	1, 171 88
For other expenses	4, 230 03
Amount in hands of Local Board September 30, 1880,	290 41
Total	<u>\$20, 042 42</u>

DETAILED STATEMENT OF DISBURSEMENTS.

Teachers' salaries:

William J. Milne	\$2, 500 0
Jerome Allen	1, 600 0
Reuben A. Waterbury	1, 600 0
John M. Milne	1, 400 0
Miranda S. A. Kelsey	260 0
Cynthia U. Weld	735 0
Sara F. Fletcher	1, 000 0
Myra P. Burdick	700 0
Anna B. Sherwood	600 0
Lizzie McBride	500 0
Jennie C. Coe	450 0
Mary E. Burns	450 0
Delia M. Van Derbelt	450 0
Phebe B. Minard	450 0

Mary E. Parks	\$300 00
Henriette Gerke	300 00
Maria W. Chichester	300 00
Willis Van Valkenburg	200 00

Total	<u>\$13,795 00</u>
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Library, text-books and apparatus:

Elmira Advertiser Association, binding	\$133 70
H. Thau, chemical apparatus	34 00
W. J. Milne, books	46 23
Geneva Optical Co., telescope	151 00
Charles Cooper & Co., chemicals	23 40
Whitehall, Tatum & Co., chemical apparatus	46 78
J. Rorbach, piano	120 00

Total	<u>\$555 11</u>
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Repairs and improvements:

J. B. Harris, Jr., labor	\$18 23
M. L. Perkins, painting, etc	61 00
M. A. Curtiss, manure, sand, etc	37 00
E. A. Livermore, lumber, lime, etc	61 99
A. Carpenter, lumber	53 06
A. W. Butterway, repairing furniture	7 75
E. W. Hudnutt, lumber	15 36
J. B. Gorham, slating blackboards	20 59
W. N. Baker, mason work	45 75
E. F. Curtiss, digging sewer	72 33
E. E. Doty, hardware and labor	206 66
Howe & Rogers, matting	61 84
S. C. Green, labor	15 55
A. W. Butterway, furniture	72 75
C. O. Beach & Co., carpet	15 22
R. D. Rockwell, sec. steam heating apparatus	135 80
H. Pearson, labor	4 20
Olmsted & Bishop, wall paper, etc	17 46
Geneseo Gas Light Co., gas pipe, fire brick, etc	23 71
H. Waltjen, frescoing	52 80
G. Brady, stone flagging	111 60
G. P. Barclay, furnace grates, etc	37 28
E. A. Pickard, painting	23 95

Total	<u>\$1,171 88</u>
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Other disbursements:

L. C. Morey, janitor, fourteen months	\$933 36
Mileage	328 43
Advertising	193 20

Freight, postage and express charges.....	
J. Craig, coal and lumber.....	
Mrs. L. C. Morey, labor.....	
J. C. G. Haynes, supplies.....	
Geneseo Gas Light Co., gas.....	
Youngs Bros. & Co., hardware.....	
W. W. Killip, telegraphing....	
R. H. Jones, labor.....	
I. J. Stratton, pasteboard.....	
Thomas Lovell, labor.....	
Geo. Husted, labor.....	
W. J. Dounce & Co., coal.....	1,
I. S. Jaqueth, labor.....	
W. J. Milne, traveling expenses, etc.....	
S. P. Allen, printing, etc.....	
C. Chichester, duplicating materials.....	
R. Bigelow, manure.....	
L. C. Morey, trees and plants.....	
Hersey & Co., stationery, chemicals, books, etc.....	
W. E. Lauderdale, postage.....	
Clapper Bros., wood.....	
F. W. Mate, blacksmithing.....	
Crossett & Sherwood, stationery, paints, books, etc..	
J. Rorbach, rent of piano.....	
Gavit & Co., diplomas.....	
J. B. Harris, Jr., labor.....	
W. W. Killip, tuning pianos, postage, etc.....	
C. O. Beach & Co., ribbon.....	
F. Leonard, teaming and plowing....	
E. A. Livermore, drawing coal.....	
Crossett & Sherwood, magazines, etc.....	
Freight charges.....	
Loss by James J. Cone.....	

Total.....	<u>\$4,</u>
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LIVINGSTON COUNTY, ss. .

James Wood, president, and Walter E. Lauderdale, secretaries of the local board of the State Normal and Training School at Geneseo, being duly sworn say, and each for himself says, that he has examined the foregoing statement of receipts and disbursements and believes the same to be in all respects correct.

JAMES WOOD,
WALTER E. LAUDERDALE

Sworn before me, the 13th }
day of January, 1881. }

E. A. NASH, *Livingston County Judge.*

(T.)

ANNUAL REPORT OF THE OSWEGO STATE NORMAL
AND TRAINING SCHOOL FOR THE YEAR ENDING
SEPTEMBER 30, 1880.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—The Local Board of the Oswego State Normal and Training School herewith submit the annual report required by the provisions of law :

OFFICERS.

STATE DEPARTMENT OF PUBLIC INSTRUCTION.

NEIL GILMOUR, *Superintendent.*

Local Board.

Gilbert Mollison, President.
John K. Post, Secretary.
Daniel G. Fort, Treasurer.
Samuel B. Johnson,
Benjamin Doolittle,
Theodore Irwin,

George B. Sloan,
David Harmon,
Alanson S. Page,
John M. Barrow,
Delos De Wolf,
Thomas S. Mott,

Abner C. Mattoon.

FACULTY.

Changes that have occurred during the year.

Dr. Mary V. Lee was granted a leave of absence at the close of the spring term for two years, for the purpose of study and travel abroad. Miss Rose Whitney, at the same time, resigned her position as principal of the school of practice. The term for which Miss Margaret W. Morley was employed, as substitute for Mrs. H. H. Straight, expired. As Mrs. Straight found her health still insufficient to undertake her work, other arrangements had to be made. Some important changes have been made in the organization of the school of practice with the hope of making it more efficient. Prof. H. H. Straight has been made superintendent of the school, with Miss Sarah J. Walter as Principal Critic, and Miss Fannie C. Snow as Assistant. Miss Georgia A. Timerson has been transferred to the Junior department as principal, and Martha E. Churchill, to the Primary department as principal.

NAMES OF THE FACULTY, AS AT PRESENT ORGANIZED, WITH SUBJECTS ASSIGNED TO EACH.

Edward A. Sheldon, A. M., Ph. D., Principal, Didactics.
Henry H. Straight, A. M., Natural Sciences and Principal of School of Practice.

Isaac B. Poucher, A. M., Arithmetic, Algebra, and Methods of teaching Arithmetic.

Herman Krüsi, A. M., Geometry, History and Philosophy of Education, German and French.

Matilda S. Cooper, English Grammar, and Methods of teaching Grammar and giving object lessons.

Mary D. Moore, Latin, Greek and History.

Juliet A. Cook, Literature and Composition.

Ordella A. Lester, Composition, Rhetoric, Spelling, and Vocal Music.

Sarah T. VanPetten, Drawing, Penmanship, Botany, and Methods of teaching Botany, Form and Drawing.

Annelia B. Myers, Reading, Gymnastics, Geography, Methods of teaching Reading, and to have charge of the Libraries.

Sarah J. Walter, Principal and Critic of School of Practice, and Methods of teaching Geography and Color.

Fannie C. Snow, Assistant Critic of School of Practice.

Georgia A. Timerson, Principal of Junior Department of School of Practice.

Martha E. Churchill, Principal of Primary Department of School of Practice.

John L. Babcock, Assistant in Department of Natural Science.

Ulric Thomson, Assistant in Department of Natural Science.

ATTENDANCE.

Number of pupils registered :

Normal School.....	444
School of Practice.....	383

Total	827
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Average number of pupils in attendance:

Normal School.....	251
School of Practice.....	249

Total	500
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DETAILED STATEMENT OF THE RECEIPTS AND DISBURSEMENTS OF THE LOCAL BOARD FOR THE YEAR ENDING SEPTEMBER 30, 1880.

Receipts and Assets.

Balance in hands of building committee, being a part of the special appropriation for the enlargement and repairs of the school building.....	\$8,414 74
Amount received by building committee from Comptroller, being a part of the special appropriation for building.....	16,210 90

Amount received from the Department of Public Instruction for current ex- penses of school.....	\$18,128 57
Amount received from the First National Bank of Oswego to pay balance due teachers... ..	255 49
Total	<u>\$43,009 70</u>

Disbursements.

Teachers' wages:

Edward A. Sheldon	\$2,500 00
Isaac B. Poucher	1,800 00
Henry H. Straight	1,680 00
Herman Krüsi	1,600 00
Matilda S. Cooper	1,200 00
Margaret W. Morley.....	600 00
Mary V. Lee	1,200 00
Ordelia A. Lester	800 00
Mary D. Moore	800 00
Juliet A. Cook	300 00
Rose Whitney	450 00
Sarah J. Walter	262 50
Martha A. Keeler	87 50
Georgia A. Timerson	25 00
Total	<u>\$13,305 00</u>

Mileage account:

Mileage paid pupils.....	\$550 27
Total	550 27

Apparatus account:

J. Zentmayer, botanical dissector	\$11 90
Chase & Co., sharpening knives and shears for dissection	6 40
S. Hawkridge, light and sound apparatus, Wheeler & Radcliff, casks and jars.....	51 85
	2 45
Total	<u>72 60</u>

Library account:

Henry Holt & Co., books.....	\$11 42
R. J. Oliphant, repairing books.....	51 70
John Allyn, Greek books.....	8 00
Hamilton & Nelson, magazines	16 17

N. Thomson, services at library	\$19 00
E. Steiger, books	7 78

Total	\$114 0
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Expense accounts :

Frank Halligan, labor	\$17 50
Chas. Newell, repairing hall	170 40
Papyrograph Co., ink and paper	10 00
P. Malone, services as janitor	584 00
P. Malone, disbursements for freight	8 73
P. Heron, labor	4 00
Chas. Gibbs, labor	8 50
D. Quinlan, fire brick and clay	4 83
A. T. Bell, carpenter work and materials,	59 14
J. Cotter, for plumbing and materials ...	353 12
Oswego Board of Education, teachers' registers	8 00
G. H. Hees, papering and decorating hall,	250 00
A. G. Cook, coal	566 00
R. J. Oliphant, stationery	39 04
Gibbs & Rogers, repairing hall, making wardrobe and case	410 36
A. C. Picken, repairing and painting....	95 67
Geo. Skiuner, painting roof, etc	74 70
E. A. Sheldon, disbursements	96 34
Oswego Water Works Co., water rent...	119 90
Smith & Leib, hardware	7 23
A. R. Penfield, lumber	193 48
Peck & Schilling, piano tuned	5 00
F. Moran, labor	3 00
W. Witham, numbering doors and books,	18 86
Oswego Savings Bank, rent	25 00
J. Alton, sawdust	5 00
Henry Deslin, labor	2 50
James Mahony, labor	2 50
Oswego Gas Light Co., gas and coal....	30 95
Hart & Massey, toweling and cleaning, fitting and laying carpets	10 60
Kinyon & Co., tin roofing	338 63
Smith & Warsop, ventilating chimney top	15 00
Collins & Co., hardware	91 36
Ames' Iron Works, grates and labor	84 04
H. S. Jenne, lumber	8 90
Hamilton & Nelson, paper and baskets ..	5 15
Vulcan Iron Works Co., casting pipes...	1 25
C. H. Butler, brushes, brooms and black-board material	61 04

J. Don, pulleys and pails.....	\$4 20	
T. Reynolds & Co., preservative	15 39	
vit & Co., diplomas	14 85	
lliam Kniffin, carpenter work.....	37 35	
as. Kniffin, carpenter work	85 35	
L. Gordon, ribbon for diplomas	7 50	
C. Mattoon, flowers and piano rent ...	34 20	
Fitzsimmons, labor.....	7 00	
Carey, labor	4 00	
Total		\$3,999 56
Furniture account :		
C. Pickert, repairing furniture	\$189 54	
McCaffrey, repairing chair and cushion,	2 00	
nry Ward, plans and specifications for		
ases	50 00	
Austin, furniture	25 00	
ine & Hunter, repairing furniture....	56 02	
is Lavonier, repairing furniture	20 00	
Total		342 56
Total amount of current expenses		\$18,384 06

Special Appropriation for repairing and enlarging the Normal School Building.

bbs & Rogers	\$16,691 04	
Williams	872 27	
as. Kniffin	78 75	
is Lavonier.....	25 00	
o. Kniffin	30 00	
ine & Hunter	191 50	
. S. Norton.....	10 00	
bert Bain	10 00	
A. Sheldon	34 98	
Newell	1,939 71	
Malone ...	182 46	
Kingsford	449 89	
K. Post	114 28	
nyon & Co.....	163 33	
Cotter	1,019 91	
m. Bockus	3 52	
nes' Iron Works	22 95	
os. Austin	237 20	
. C. Pickert.....	117 53	
A. Cummings	175 50	
. J. Warner.....	372 00	

O. M. Blanchard & Co.....	\$7 90
C. T. Raynolds	23 00
Lake & Bassett	2 75
County clerk	25
William Kniffin.....	68 25
M. Sheridan	6 50
A. R. Penfield	167 13
Van Horn & Co	6 30
J. Hughes & Co	70 65
P. Fennell	406 25
J. Smith & Co.....	38 85
D. Quinlan.....	4 00
Collins & Co	134 58
A. T. Bell.....	46 42
Jesse King	96 55
Buffalo Hardware Co	763 42
A. J. Hopkins	40 00
Irwin & Sloan	93
<hr/>	
Total	\$24, 625 64
<hr/>	
Total, including current and building expenses..	\$43, 009 70
<hr/>	

GILBERT MOLLISON, *President.*
J. K. POST, *Secretary.*

CITY AND COUNTY OF OSWEGO, ss.:

Before me, William Boon, a notary public, in and for the county of Oswego, State of New York, personally appeared Gilbert Mollison and J. K. Post, and made affidavit that the above statement is correct.

WILLIAM BOON,
Notary Public.

APPENDIX.

Number of pupils registered during the year:

Males.....	70
Females.....	374
<hr/>	
Total	444
<hr/>	

Average age of pupils in attendance during the year:

Males.....	21
Females.....	21
<hr/>	

Number of graduates during the year:

.....	5
.....	58

al 63

Number of graduates since the school was established:

.....	86
.....	862

al 948

GRADUATES FOR TERM ENDING FEBRUARY 4, 1880.

Elementary English Course.

Ida F. Blanch,	Elma E. Perkins,
Ida E. Dowd,	Sarah A. Reed,
S. Dunning,	Lucy M. Robinson,
L. Griffin,	Mary E. Royall,
Florence N. Markham,	Fannie C. Snow,
Ida L. Mastin,	Carrie A. Streeter,
Ida K. Peene,	Emma J. Thompson,
Fannie M. Wood.	

Advanced English Course.

Ida N. Manly,	Sarah T. Van Petten.
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CLASS MOTTO — "STRENGTH BY WORK."

PROGRAMME, FEBRUARY 4, 1880, 2 P. M.

of Scriptures and Prayer..... Rev. David Tully.

Music.

Quintal Duet — "Waves of the Ocean" (Blake) Misses Royall and Crane.
"Foundations" Sarah A. Reed.
with Children — Geography Cornelia F. Blanch.

Music.

Solo — "Sing, Sweet Bird" (Ganz) Florence N. Markham.
"Germs" Ida L. Griffin.
"Colored Lights" Lucy M. Robinson.

Music.

"Character" Fanny L. Manly.
Solo — "Archie Dean" Florence N. Markham.
"An Experiment in Education" Sarah T. Van Petten.

Music.

Solo — "O Fair Dove" (Gatty) Carrie A. Streeter.
"Symbolisms in Nature" Fannie C. Snow.
of Geography Lesson, conducted by Emma L. Mastin.
g of Diplomas

Music.

Class Song Words by Emma L. Mastin. Music from the German.

BENEDICTION.

GRADUATES FOR TERM ENDING JULY 6, 1880.

Elementary English Course.

Jessie Bell Beman,	Maud Amanda Miller,
Margaret J. Clark,	Kate Moulton,
Anna R. Cole,	Jennie Frances Nash,
Annie T. Collins,	Mary E. Perry,
Martha E. Cox,	Kate L. Preston,
Olive Cuddeback,	Annie Phillips,
Carrie C. Doyle,	Jane E. Phillips,
Elizabeth M. Edmonds,	Mary G. Rhoads,
Minnie Ursula Fish,	Evelina E. Richardson,
Julia M. Fisk,	Elizabeth S. Smith,
Anna S. Griswold,	Mary S. Southwell,
Addie Laura Hays,	Orie D. Storms,
Mary Estelle Hickok,	Ada E. Talbot,
Carrie Herrick,	Minerva G. Treadway,
Katharine L. Hitchcock,	Marie E. Wilcox,
Hattie E. Hunt,	Alida A. Willet,
Micah Howell,	Ida H. Wood,
	Martha I. Wood.

Advanced English Course.

Hugh H. Brodie,	Mary A. McFarland,
Lucy M. Robinson,	Mary A. Slattery,
Otis E. Pearce,	Uldrie Thomson.

Classical Course.

John L. Babcock,	Helen Cooley,
Abigail L. Collins,	Elizabeth R. Merrill,
	Katharine D. Woodward.

PROGRAMME, JULY 5, 1880.

AFTERNOON — 2 P. M.

Reading of Scriptures and Prayer Rev. C. H. Watson.

*Music.*Instrumental Duet — "Spinnerlied" (Spinning Song) Wagner.
Misses Herrick and McFarland.Words of Welcome, and Essay — Utopia Alida A. Willet.
Essay — Common Things Annie T. Collins.*Music.*Tenor Solo E. Fen Gardner.
Essay — { "We go up" } Hattie E. Hunt.
 { So we do." }
Recitation — From "Mary Stuart" (Schiller) Mary E. Perry.
Essay — Temple Vails Abigail L. Collins.

Music.

Soprano Solo — "Judith" (Concone) Sophie Ould.
 Essay — The Novel Elizabeth R. Merrill.
 Essay — Art Mary A. McFarland.

Music.

Chorus "Gypsy Life" (Schumann)

PROGRAMME, JULY 6, 1880.

MORNING — 9 A. M.

Reading of Scriptures and Prayer Rev. H. H. Stebbins.

Music.

Chorus — "Night's Shade no Longer"
 Essay — Inequalities of Fortune Carrie C. Doyle.

LESSONS WITH CHILDREN IN RECITATION ROOMS.

Geography — B Junior, No. 43 Ada E. Talbot.
 Number — C Primary, No. 34 Mary G. Rhoads.
 Reading — A Primary, No. 35 Anna S. Griswold.
 Composition — B Junior, No. 36 Elizabeth M. Edmonds.
 Color — C Primary, No. 37 Minnie U. Fish.
 Natural History — A Primary, No. 40 Helen Cooley.

EXERCISES IN THE HALL.

Music.

Soprano Solo — "She Wandered Down the Mountain Side" . . . Anna R. Cole.
 Essay — A Superficial Sketch of Socrates Uldric Thomson.

LESSONS WITH CHILDREN IN RECITATION ROOMS.

Geography — B Junior, No. 43 Jane E. Phillips.
 Botany — A Junior, No. 34 Orie D. Storms.
 Reading — A Primary, No. 35 Anna R. Griswold.
 Composition — B Junior, No. 36 Jennie F. Nash.
 Reading — Sentence Method — C Primary, No. 37 Carrie Herrick.

EXERCISES IN THE HALL.

Music.

Instrumental Solo — Fantasie Elegante from Faust (Leybach), M. Estelle Hickok.
 Essay — Self Marie E. Wilcox.
 Essay — The Dark Side of the Picture, with Valedictory . . . John L. Babcock.

Music.

Vocal Trio — "Rest on this Mossy Pillow" (Smart)
 Misses Rockfellow, Bulkley and Hitchcock.

CONFERRING OF DIPLOMAS.

Parting Song

BENEDICTION.

ALUMNI MEETING, JULY 6, 1880.

PROGRAMME, TUESDAY — 2 P. M.

Reading of Scripture and Prayer..... Rev. M. D. Kinney.

Music.

Anthem — Inspirer and Hearer of Prayer
 Reading of Minutes of Last Meeting..... Ida J. King.
 Words of Welcome..... Gilbert Mollison.
 Response W. Scott Smith.
 Alumni Report..... F. Elizabeth Sheldon.

Music.

Quartette — Greeting to Spring
 Reports from Class Officers
 Recitation — Old Robin Amelia B. Myers.

Music.

Vocal Solo Kate A. Mattison.
 Paper — Public School Reform..... Jennie H. Stickney.
 Discussion.....

Music.

Auld Lang Syne Members of Alumni.

AULD LANG SYNE.

Should old acquaintance be forgot,
 And never brought to mind,
 Should old acquaintance be forgot,
 And songs of auld lang syne?
 For auld lang syne we meet to-day,
 For auld lang syne;
 To sing the songs our fathers sung
 In days of auld lang syne.

We've passed through many varied scenes,
 Since youth's unclouded day;
 And friends, and hopes, and happy dreams,
 Time's hand hath swept away.
 And voices that once joined with ours,
 In days of auld lang syne,
 Are silent now and blend no more
 In songs of auld lang syne.

But when we've crossed the sea of life,
 And reached the heavenly shore,
 We'll sing the songs our fathers sung,
 Transcending those of yore;
 We'll meet to sing diviner songs
 Than those of auld lang syne;
 Immortal songs of praise, unknown
 In days of auld lang syne.

(U.)

TWELFTH ANNUAL REPORT OF THE LOCAL BOARD
 OF THE STATE NORMAL AND TRAINING SCHOOL
 AT POTSDAM.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — The Local Board of the State Normal and Training School
 at Potsdam, in accordance with the requirements of law, hereby
 transmits its twelfth annual report.

ATTENDANCE.

The number of pupils registered, during the year, was as follows:

Normal pupils	342
Pupils in practicing school.....	184
Pupils who paid tuition	28
Total	<u>554</u>

GRADUATES.

Whole number of Normal graduates since the school was established:

Boys.....	53
Girls.....	133
Total	<u>186</u>

GRADUATES OF 1879-'80.

William C. Bicknell.....	Potsdam, St. Lawrence Co.
Abeth Clifford.....	Potsdam, St. Lawrence Co.
William H. Clark.....	Madrid, St. Lawrence Co.
Anna Goodspeed.....	Ellenburg Center, Clinton Co.
Charles P. Axtell.....	Pierrepont, St. Lawrence Co.
Charles F. Butrick.....	Morristown, St. Lawrence Co.
Samuel Church.....	Morristown, St. Lawrence Co.
Robert J. Jones.....	Madrid, St. Lawrence Co.
Charles E. La Faive.....	Redwood, Jefferson Co.
Anna Peppers.....	Potsdam, St. Lawrence Co.
Charles M. Russell.....	Massena, St. Lawrence Co.
Henry A. Watkins.....	Potsdam, St. Lawrence Co.
Charles F. Williams.....	Bedford, Westchester Co.

LOCAL BOARD.

Henry Watkins, A. M., President.

Hon. A. X. Parker, Secretary.

Geo. Z. Erwin, A. M., Treasurer.

Jesse Reynolds, M. D.,	Gen. E. A. Merritt,
Roswell Pettibone, A. M.,	Wm. A. Poste, A. M.,
Hon. John I. Gilbert, A. M.,	A. G. Gaines, D. D.

FACULTY.

The following changes have taken place in the faculty since the report:

Miss Frances A. Parmeter, principal of the primary department, Miss Emily M. Dayton, teacher of Composition and French, Miss Alice E. Hartness, Critic in the intermediate and primary departments, resigned June 29, 1880. Miss Elizabeth Hargrave has

been made principal of both the intermediate and primary departments. She is assisted in the management of the primary department by Miss Jane F. Butrick, and in the intermediate department by Mr. Herbert J. Jones, both graduates of last class. The composition has been assigned to Miss Maggie C. Milne in French to Miss Mary M. Kyle. Miss Amelia Morey returned after an absence of one year, and has resumed her vocation as preceptress and teacher of school economy and primary and grammar methods. Mr. Henry A. Watkins and Miss Lilian C. both graduates of last class, are employed to assist in teaching arithmetic, grammar and geography. Miss Butrick, Mr. Watkins and Miss Church are not members of the faculty. They are employed as assistants at a nominal salary, and come under the guidance of the faculty, to advance in professional instruction.

The members of the present faculty and their department of instruction, are as follows:

M. MacVicar, Ph. D., LL. D., Principal, Philosophy of Education
Henry L. Harter, A. M., Vice-Principal, Ancient Languages
Warren Mann, A. M., Natural Sciences.

Frank E. Hathorne, Vocal and Instrumental Music.

Charles C. Townsend, A. B., Methods in Geography and Arithmetic and Criticism.

Wm. D. Marsh, A. B., Mathematics.

George C. Shutts, Rhetorical Work and Arithmetic.

Amelia Morey, Preceptress, School Economy, Grammar and Primary Methods and Criticism.

Mary L. Wood, Reading, Gymnastics, Methods in Reading and Criticism.

Mary M. Kyle, French, English Literature, History and Drawing.

Elizabeth Hargrave, Principal of Practicing School, and Criticism.

Maggie C. Milne, English Grammar, Composition and Criticism.

FINANCIAL STATEMENT.

Receipts.

Received from the State during the year	\$17, 8
Received for tuition	6
Received from all other sources	4
Amount in hands of Local Board, October 1, 1879	4
Total	<u>\$18, 12</u>

Disbursements.

Salaries of teachers and assistants	\$14, 2
Janitor's salary	6
Amount paid for library, text-books and apparatus	4
Amount paid for repairs and improvements	1, 4

Amount paid for other contingent and miscellaneous bills	\$1, 985 49
Amount in hands of the Local Board, September 30, 1880.....	14 91
Total	<u>\$18, 768 31</u>

DETAILED STATEMENT OF EXPENDITURES.

Teachers' salaries.

Malcolm MacVicar	\$2, 500 00
Henry L. Harter	1, 600 00
Warren Mann	1, 400 00
Frank E. Hathorne	800 00
Charles C. Townsend	1, 200 00
William D. Marsh	800 00
George C. Shutts	800 00
Mary L. Wood	800 00
Mary M. Kyle	1, 000 00
Frances A. Parmeter	700 00
Elizabeth Hargrave	700 00
Emily M. Dayton	600 00
Alice E. Hartness	600 00
Maggie C. Milne	600 00
M. Amelia Qua	400 00
William H. Clark	70 00
Emma Goodspeed	70 00
Total	<u>\$14, 140 00</u>

Amount paid for library, text-books and apparatus.

Harper & Bros., books	\$11 64
Taintor Bros., Merrill & Co., books	16 20
Clark & Maynard, books	17 68
Henry Holt & Co., books	15 81
Oliver Ditson & Co., books	36 00
Charles Scribner's Sons, books and cyclopædias	117 78
Ginn & Heath, books	40 27
Sheldon & Co., books	37 07
MacMillan & Co., books	39 62
Iverson, Blakeman, Taylor & Co., books	56 80
Eldridge & Bros., books	15 78
H. F. Lawrence estate, books	7 00
D. Appleton & Co., books	47 26
J. H. Seeley, books	15 00
Baker, Pratt & Co., books	22 65
James Noble, binding magazines	14 18
Thos. H. McAllister, microscopical attachment	55 00
Total	<u>\$565 74</u>

Amount paid for other expenses.

Elliott Fay, postage.	\$36 53
L. Ingalls, blank record books.	119 50
Am. Ex. and Mont. Tel. Co., expressage and tele- graphing.	35 84
M. MacVicar, expenses to Buffalo.	18 36
Geo. N. Benedict, tuning piano.	3 00
J. S. Taft & Co., flower pots.	13 96
Batchelder & Sons, furniture and repairs.	48 54
H. D. Thatcher, chemicals and supplies.	87 55
E. D. Brooks, carpet.	36 65
Ives & Mathews, labor on fountain.	243 63
H. Latty, cartage.	8 60
D. A. B. Bailey, repairs.	5 65
Amos Wright, painting.	199 00
John Hurley, labor.	11 58
George W. Bonney, petroleum.	10 90
Cephas G. Rogers, repairs on building.	74 47
Ira Ransom, repairs on building.	60 20
Chas. W. Leete, repairs and material.	103 98
J. W. Fiske, fountain.	199 67
John McGilvery, freight and cartage.	19 24
Dennis Hurley, labor on fountain.	46 44
Lewis Carbino, labor on fountain.	28 70
Jas. Heath, drawing gravel.	4 00
Potsdam Sandstone Co., stone.	80 00
Geo. B. Swan, lumber.	66 50
Cutting & McCormick, fence.	58 50
Peter Anstead, labor and material.	18 61
H. S. Munson, carting.	10 00
Walling & Wood, hardware.	3 65
J. H. Seeley, stationery.	34 30
Gavit & Co., diplomas.	14 90
V. W. Willson, repairs.	2 90
Hawkins & Son, printing.	30 75
Garlick & Munson, labor and material.	7 24
Partridge & Abbott, making book, graduates.	2 00
N. E. Clark, wood.	90 56
Carlton Dayton, wood.	70 00
Edwin Harris, wood.	17 50
Benjamin Butterfield, wood.	88 81
Gavlord B. Lewis, janitor's services, and sawing and putting in wood.	687 50
Woolworth & Graham, stationery.	52 03
Fay & Sweet, printing.	55 00
Warren Mann, printing ink.	3 35
H. L. Harter, mileage and flower beds.	238 58
Peter Henderson, plants and bulbs.	18 21
F. P. Mathews, labor and material.	12 38

H. R. Leete, labor in town hall, Grad. Ex	\$15 00
F. E. Hathorne, bass string	2 62
Lewis De Liel, paving around fountain	8 00
C. H. Pierce, music, tuning pianos and instruction...	31 25
C. M. Foote, clerk hire	30 00
Total	<u>\$3,166 13</u>

Amount paid from tuition fund.

Fred C. Herrington, orchestral instruction	\$25 00
Water commissioners, superintendent, water rent....	50 00
H. J. Jones, keeping records	60 00
H. L. Harter, reading-room expenses	75 09
F. E. Hathorne, music	15 49
M. MacVicar, expenses to Quincy	24 80
C. H. Pierce, instruction in orchestra and music	127 60
Perrigo & Peck, insurance	344 25
S. Lando, labor	5 00
S. A. Redway, insurance	124 30
Clark M. Foote, keeping records	30 00
Total	<u>\$881 53</u>

ST. LAWRENCE COUNTY, ss.:

Henry Watkins, President, and Abraham X. Parker, Secretary, of the Local Board of the State Normal and Training School at Potsdam, being duly sworn, say, and each for himself says, that he has examined the foregoing account, and believes the same to be in all respects correct and just.

H. WATKINS,
A. X. PARKER.

Subscribed and sworn to before me, }
this 4th day of October, 1880. }
JOHN G. MCINTYRE, *Notary Public.*

(V.)

NORMAL SCHOOL CIRCULAR.

The following is substantially the common form of circular for each of the State Normal and Training Schools, located respectively at Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego and Potsdam :

STATE OF NEW YORK:
DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, January 1, 1881. }

To the School Commissioners and City Superintendents of Schools:

Your attention is respectfully invited to the following announcement, relating to the State Normal and Training School at ———.

The design of the school is to furnish competent teachers for the public schools of the State.

Each county is entitled to twice as many pupils as it has representatives in the Assembly. For the want of qualified candidates the quotas of some counties may not be filled, while the number of eligible applicants from other counties may be greater than their quotas. Therefore you need not limit your recommendations to any prescribed number, but encourage worthy and aspiring young men and women, who are qualified and intend to make teaching their vocation, to attend this school.

To gain admission to the school, pupils must be at least sixteen years of age, and possess good health, good moral character and average abilities. They must pass a fair examination in reading, spelling, geography, and arithmetic as far as the roots, and be able to analyze and parse simple sentences.

All appointments for admission are made by the State Superintendent of Public Instruction, subject to the required examination, upon the recommendation of the several School Commissioners or City Superintendents of Schools, whose duty it is to use every reasonable means to secure the selection of suitable candidates.

It is suggested that you advertise where you will meet and examine applicants for appointments, at a time not later than fifteen days before the opening of the term. Recommendations should be made as early as practicable, and be mailed promptly to the Superintendent of Public Instruction at Albany.

FORM OF RECOMMENDATION.

To the Superintendent of Public Instruction:

..... hereby recommend of in the county of
aged years, as possessing the health, scholarship, mental ability and moral
character requisite for an appointment to the State Normal and Training School
at

School Comr. District of the County of

[Dated.]

SPECIAL PRIVILEGES OF PUPILS.

Tuition and the use of all text-books are free. Students will be held responsible, however, for any injury or loss of books. They are advised to bring with them for reference any suitable books they may have. The amount of fare necessarily paid on public conveyances in coming to the school will be refunded to *those who remain a full term.*

TERMS AND VACATIONS.

The year is divided into two terms of twenty weeks each. The fall term commences on the second Wednesday in September, and the spring term on the second Wednesday in February. There will be an intermission for a week during the holidays.

All pupils should be present promptly at the opening of the term.

The examination for admission and classification will commence on Wednesday, and a failure on the part of candidates to be present at that time will subject them and the teachers to the inconvenience of a private examination.

COURSES OF INSTRUCTION.

ELEMENTARY ENGLISH COURSE.

First Year.

First Term.—Arithmetic, grammar, geography, reading (last half), spelling and impromptu composition, linear drawing (daily), penmanship (last half), vocal music (first half), light gymnastics (daily).

Second Term.—Arithmetic, grammar and analysis (first half), botany (second half), rhetoric and English literature, reading (first half), physiology and zoölogy (first half), United States history (second half), object and perspective drawing, composition (semi-weekly), penmanship (first half), vocal music (second half), light gymnastics (daily).

Second Year.

First Term.—Philosophy and history of education, school economy, civil government and school law, methods of giving object lessons and of teaching the subjects of the elementary course, declamations, essays and select readings.

The object lessons include lessons on objects, form, size, color, place, weight, sound, animals, plants, human body and moral instruction.

Second Term.—Practice in training school, essays, select readings or declamations.

ADVANCED ENGLISH COURSE.

Students to be admitted to this course must pass a satisfactory examination in all the studies of the first year in the elementary English course.

First Year.

First Term.—Algebra, natural philosophy, general history, light gymnastics, geometry, compositions, declamations, botany (half term), select readings.

Second Term.—Algebra, book-keeping, physical geography, chemistry, geometry and trigonometry, light gymnastics, compositions, declamations and select readings.

Second Year.

First Term.—Same as the first term of the second year of the elementary English course.

Second Term.—Moral philosophy, compositions, mineralogy and geology, practice in training school, methods in higher studies, light gymnastics.

CLASSICAL COURSE.

Students to be admitted to this course must pass a satisfactory examination in all the studies of the first year in the elementary English course.

First Year.

First Term.—Algebra, geometry, general history, light gymnastics, botany (half term), Latin, compositions, declamations and select readings.

Second Term.—Algebra, light gymnastics, book-keeping, Latin, physical geography, astronomy, geometry and trigonometry, compositions, declamations and select readings.

Second Year.

First Term.—Latin, light gymnastics, natural philosophy, Greek or modern languages, compositions, declamations and select readings.

Second Term.—Latin, moral philosophy, chemistry, light gymnastics, Greek or modern languages, compositions, declamations and select readings.

Third Year.

First Term.—Latin, philosophy of education, Greek or modern languages, light gymnastics, methods of giving object lessons and of teaching the subjects in the elementary English course, compositions, declamations and select readings.

Second Term.—Latin, compositions, Greek or modern languages, methods in higher studies, mineralogy and geology, practice in training school.

DIPLOMA.

Students who satisfactorily complete either of the above courses will receive corresponding diplomas, which will serve as licenses to teach in the public schools of the State.

It will be seen by the preceding courses of study that students who have thoroughly mastered the subjects named in the first year of the elementary English course can, in two years, complete the advanced English course, or, in three years, the classical course.

Students may be admitted to any class on examination, but no person can graduate from any one of the prescribed courses without passing through the last two terms of that course.

CONCLUSION.

Now I urge you to use all proper means to extend information regard to this school, that young persons who possess the qualifications may be induced to participate in its benefits. Experience must bear witness that the greatest need of the schools is the service of more teachers who are thoroughly educated, and I confidently trust that you will give a cheerful and prompt response to this call for your official action.

NEIL GILMOUR,
Superintendent of Public Instruction.

(W.)

OF SCHOOL COMMISSIONERS IN THE STATE OF NEW YORK.

FOR THE TERM COMMENCING JANUARY 1, 1879.

Dists.	Names.	Post-offices.
1.	Alexander R. Baker.....	Cedar Hill.
2.	Rufus T. Crippen.....	Rensselaerville.
3.	Chas. E. Sturges.....	Knox.
	Chas. W. Cole (City Supt.)..	Albany.
	I. Hiller (President Board of Education).....	Cohoes.
	A. J. Robb (City Supt.)....	Cohoes.
1.	George W. Tibbets	Belfast.
2.	Albert Boardman Cottrell...	Richburg.
1.	Charles E. Fuller.....	Conklin Station.
2.	Stephen D. Wilbur	Binghamton.
	M. L. Hawley (Sec. Board Ed.)	Binghamton.
1.	J. Henry Shallies.....	Sandusky.
2.	Joel J. Crandall.....	Little Valley.
1.	Will C. Hopkins	Meridian.
2.	Peter Sutphen	Cayuga.
	Benjamin B. Snow (Secretary Board of Education)	Auburn.
1.	Chas. H. Wicks	Panama.
2.	J. Ebenezer Almy	Sinclairville.
J. S. Van Duzer.....		Horseheads.
	M. M. Merrell (City Supt.)..	Elmira.
1.	Leroy C. Hayes.....	Norwich.
2.	Jesse E. Bartoo.....	Coventry.
1.	John B. Riley.....	Plattsburgh.
2.	Alexander Bertrand.....	Plattsburgh.

Counties.	Dists.	Names.	Post-offices.
Columbia . . .	1.	Amasa P. Lasher	Germantown.
	2.	George V. Bushnell	Hillsdale.
		Wm. P. Snyder (City Supt.).	Hudson.
Cortland	1.	Wm. D. Tuttle	Cortland.
	2.	Jerome J. Woodruff	Homer.
Delaware	1.	George S. Bartlett	Masonville.
	2.	James H. McIntosh	Delhi.
Dutchess	1.	John F. Schlosser	Fishk'l-on-Huds
	2.	Martin W. Collins	Rhinebeck.
		Edward Burges (City Supt.).	Poughkeepsie.
Erie	1.	H. K. Fullerton	Alden.
	2.	George Abbott	Hamburg.
	3.	John A. Wells	Gowanda, Catt. Co.
		Chris. G. Fox (City Supt.).	Buffalo.
Essex	1.	John T. Heald	Upper Jay.
	2.	Luther B. Newell	Westport.
Franklin	1.	Sheldon A. Ellsworth	Burke Centre.
	2.	David D. D. Dewey	Moir.
Fulton		David D. Crouse	Broadalbin.
Genesee		Charles V. Hooper	Batavia.
Greene	1.	Clarence E. Bloodgood	Catskill.
	2.	George Townsend	Greenville.
Hamilton		Daniel Cochran	Wells.
Herkimer	1.	Jerome B. Holcomb	Newport.
	2.	J. Alonzo Goodier	Cedar Lake.
Jefferson	1.	Albert B. Watkins	Adams.
	2.	Ambrose E. Sawyer	Watertown.
	3.	George W. Lingenfelter	Lafargeville.
		Fred Seymour (City Supt.).	Watertown.
Kings		C. Warren Hamilton	East New York.
		Thos. W. Field (City Supt.).	Brooklyn.
Lewis	1.	Boardman S. Hough	West Leyden.
	2.	Joseph A. Harvey	Watson.
Livingston . . .	1.	Foster W. Walker	Caledonia.
	2.	Ezra N. Curtice	Springwater.
Madison	1.	G. Newton White	Georgetown.
	2.	John E. Toppin	Cazenovia.
Monroe	1.	Lucius N. Allen	Honeoye Falls.
	2.	Jeremiah Smith	Gates.
		A. L. Mabbett (City Supt.).	Rochester.
Montgomery,		Alonzo Geweye	Spraker's Basin.
New York . . .		John Jasper (City Supt.) . . .	New York.
Niagara	1.	Chas. H. Leonard	Sanborn.
	2.	Richard D. Balmer	Ransomville.
		Arthur A. Skinner (City Supt.)	Lockport.
Oneida	1.	Franklin P. Ashley	Whitestown.
	2.	Julius M. Button	Deansville.
	3.	Jonas W. Armstrong	Rome.

Dis.	Dists.	Names.	Post-offices.
ies.	4.	George Griffith.....	Westernville.
		A. McMillan (City Supt.)...	Utica.
aga ...	1.	Robert Van Keuren.....	Jordan.
	2.	Wilson W. Newman	South Onondaga.
	3.	Richard W. McKinley.....	Collamer.
		Edward Smith (City Supt.)..	Syracuse.
o	1.	George V. Chapin	Chapinville.
	2.	Gerrit S. Preston	Victor.
a	1.	Charles W. Gedney	Newburgh.
	2.	Thos. S. Hulse	Westtown.
		R. V. K. Montfort (City Supt.)	Newburgh.
s		Edward Posson.....	Medina.
o	1.	Wm. B. Howard	Fulton.
	2.	Harmon D. Nutting	Parish.
	3.	Jay E. McGuire.....	Lacona.
		V. C. Douglass (City Supt.)..	Oswego.
.....	1.	Albert G. Tuthill.....	Westford.
	2.	Abram G. Miller	Laurens.
n		Thomas H. Reed	Brewster's Station.
s	1.	Chas. E. Surdam	Port Washington.
	2.	Isaac G. Fosdic.....	Jamaica.
		Alanson Palmer (City Supt.)	Long Island City.
laer...	1.	Edward Wait	Lansingburgh.
	2.	Gardner Morey.....	Nassau.
		David Beattie (City Supt.)..	Troy.
ond...		Chas. H. King	Stapleton.
ind...		Wm. Van Wagenen.....	Ramapo.
wrence,	1.	Erwin S. Barnes.....	Gouverneur.
	2.	Albert L. Cole	Hermon.
	3.	Lucius L. Goodale	Potsdam.
		N. W. Howard (City Supt.)..	Ogdensburg.
ga	1.	Wm. L. Hoyt	Charlton.
	2.	John W. Shurter	Saratoga Springs.
ctady..		H. Maynard Akin	Schenectady.
		Samuel B. Howe (City Supt.)	Schenectady.
rie ...	1.	Wm. H. Albro	Middleburgh.
	2.	George D. Ostrom.....	Cobleskill.
er		A. C. Huff.....	Watkins.
		Isaac H. Stont	Farmer Village.
n	1.	George Horatio Guinnip....	Hammondsport.
	2.	Reuben H. Williams	Lindley.
s	1.	Cordello D. Elmer	Southold.
	2.	Justin Roe	Patchogue.
n	1.	Charles Barnum	Monticello.
	2.	Joseph Taylor.....	Parksville.
		Henry W. Childs	Owego.
kins ...	1.	Andrew B. Humphrey	Ithaca.

Counties.	Dists.	Names.	Post-offices.
Tompkins . . .	*2.	S. L. Howe	McLean.
Ulster	1.	Wm. E. Mower	Saugerties.
	2.	Henry M. Bauscher	New Paltz.
	3.	Stephen D. Soule	Shandaken Centre.
Warren		Randolph McNutt	Warrensburgh.
Washington..	1.	Henry T. Hedges	Shushan.
	2.	Edward C. Whittemore	Middle Granville.
Wayne	1.	Sidney G. Cooke	Lyons.
	2.	Wm. T. Goodnough	Newark.
Westchester..	1.	Joseph S. Wood	Mt. Vernon.
	2.	Theo. B. Stephens	Tarrytown.
	3.	Edward N. Barrett	Bedford Station.
Wyoming . . .	1.	John B. Smallwood	Warsaw.
	2.	Clarkson A. Hall	Gainesville.
Yates		William F. Van Tuyl	Penn Yan.

(X.)

REPORTS OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS TO THE STATE SUPERINTEND- ENT OF PUBLIC INSTRUCTION.

ALBANY COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In compliance with your request of July 20th, I have the honor to submit the following report :

The work accomplished, during the past year, has been done with the view of stimulating an active interest in educational work among the people as well as among the teachers. Schools cannot thrive without this co-working interest among the patrons. How to bring about this interest to the desired degree is a problem that requires time and perseverance to solve, and must in some degree at first be experimental.

It has been my policy to impress upon the minds of trustees so far as in my power, the desirability of securing the services of talented and educated teachers — teachers who have in them teaching power.

The first commissioner district of Albany county is comprised of forty-four school districts. In many of them there is a lack of appreciation of the necessity for proper school apparatus, such as outline-maps, globe and blackboard surface. In the latter, the modern method of teaching is bringing about great improvement.

Of the forty four buildings, thirty are in good condition ; a few

* For the term commencing January 1, 1881.

perfect in their appointments. The remaining fourteen can be rated from fair to very poor. One new building was completed this year, and two thoroughly repaired. One new building is being erected, and arrangements have been made for two more—one of which will be graded—to go up the coming spring. Several others will no doubt follow as the year advances.

Thirty-two teachers have been licensed this year. It has been the plan to appoint a day in each town, in spring and fall, and have written examinations requiring 60 per cent. to pass for third grade. This has promoted a spirit of self-culture and study among those who would become teachers. Both the teachers and the people are very zealous in this movement for a higher standard of qualification.

If the questions were originated by the Department, and examinations of the kind made universal in the State, the law would not only receive cordial welcome from every commissioner.

In the apportionment of school moneys, the law that gives the same amount to a school taught twenty-eight weeks as to the one taught forty weeks does not seem to meet the case with justice.

The method of securing teachers is one of great importance. Districts are often divided into factions, one anxious for good teachers, and the other, if *not* opposed to this course, is lukewarm, and is frequently in the majority. The result is the employment of a teacher whose attainments are not adapted to the wants of that particular school or district. A general stand still in school advancement follows, and the rights of the children suffer.

Many of the trustees are absorbed in business, and are, therefore, quite unacquainted with the wants of the school. The commissioner is conversant with these needs, or at least should be, and should have the power to assist in the employment of teachers of various attainments and abilities in the various schools, according to their needs.

The institute and its work are growing in popular favor. Occasionally, only, are trustees found now who endeavor to prevent their teachers from securing the educational stimulus imparted at these meetings.

There are no records of any district boundaries or surveys on file with the town clerk. A law making district boundary lines definite, and holding all property whereon the dwelling is situated within that line for taxation in that district, would no doubt be more satisfactory than the present system of farm-line boundaries. The Normal schools are without doubt doing excellent work. A large number of graduates who annually come before the public as teachers, cannot fail to make the influence of the school felt.

In conclusion, it is gratifying to know the sentiment for better schools is growing rapidly among the people of this commissioner's district.

I am, your obedient servant,
ALEXANDER R. BAKER,
School Commissioner.

VEDAR HILL, December 30, 1880.

TWENTY-SEVENTH ANNUAL REPORT OF THE
ALBANY COUNTY.—SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with the directions contained in your circular of July 20, 1880, I would respectfully submit the following statements pertaining to the schools under my supervision.

I deem it unnecessary to report the financial and statistical information already transmitted to the Department in my annual report. Yet allow me to state that this commissioner district includes the three south-western towns of Albany county, viz.: Berne, Rensselaerville and Westerlo; comprising fifty-six school districts and eight joint districts having their school-houses in adjoining counties.

As to my own personal doings, I would submit the following statements :

During the past school year, I have twice canvassed the district, for the purpose of inspecting the schools therein. During the winter term, I visited each school in my commissioner district, and one school twice, making fifty-seven official visits. During the summer term, I again visited each school, and one school three times, making fifty-eight official visits. The whole number of visits made by me, during the past school year, is one hundred and fifteen, generally making two visits per day. In consequence of those visitations, I think good has been accomplished.

The whole number of licenses granted, was 106; of the first grade, 11; of the second grade, 78; and of the third grade, 17.

The method pursued in examining and licensing teachers previous to this fall, has been a private examination at my office. I have now changed the programme in reference to examining teachers. This fall I spent one day in each town in the district, in holding a teachers' drill or examination of candidates for licenses. I like the drill method far the best, and would recommend commissioners to adopt it.

In regard to the apportionment of public money, I would suggest that the library money be apportioned direct for the payment of teachers' wages, as it nearly all goes for that purpose.

In regard to the settlement of local and neighborhood difficulties arising in school districts, out of school affairs, my idea is to have as little to do with it as possible, as I believe the district can and will settle their own difficulties more satisfactorily.

It seems to me as if the method of employing teachers is somewhat defective, as in many districts men are elected to the office of trustee that have little or no interest in the school any farther than to run it in such a way as to be of little or no expense to the district.

The condition of the public schools under my charge, as observed from official visitations, varies materially. We have some first class schools, and some that are not; yet, upon the whole, I should judge that they were gradually improving.

Two teachers' institutes were held in this county the past school year. The first was held at Knowersville, commencing February 1st, and continuing one week, under the able instruction of Profs. Charles T. Pooler and John Kennedy, and was well attended. The second was held at Berne, commencing August 16th, and continued one week, conducted by Profs. James Johonnot and John Kennedy. We cannot speak too highly of these faithful instructors, nor of the practical lessons given each day. These gentlemen have gained a high reputation as institute instructors, and we trust the large number of teachers in attendance was greatly benefited. In my judgment, the teachers' institutes are doing a good work in this county. Teachers from this section are more interested in these meetings than they have been heretofore. Public sentiment is more in sympathy with them than in times past. Let the good work go on.

We have an academy in Rensselaerville conducted by Prof. B. Eaton and wife, which is doing a good work, and is well attended.

We have a teachers' association in this county, which meets semi-annually. The last meeting was held at East Berne, and though not largely attended, we think some good was accomplished.

In conclusion, let me return to the Department my sincere thanks for the many favors received.

Yours truly,

RUFUS T. CRIPPEN,

School Commissioner.

RENSSELAERVILLE, November 10, 1880.

ALBANY COUNTY — THIRD DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— I have the honor to submit the following special report, in response to a circular letter recently received from the Department.

The third commissioner district of Albany county is formed of the towns of Knox, Guilderland and Watervliet; consisting of fifty-four school districts, and employing eighty teachers. The general condition of the schools is, with few exceptions, good. The exceptions are in those districts which are financially weak, and have but few children of school age. Of the sixty school-houses in this commissioner district, forty are convenient and comfortable, and pleasantly located. Twenty are unsightly, uncomfortable and entirely unfit for school purposes. About half of them are provided with the necessary school apparatus. The graded schools of West Troy, districts Nos. 1, 2, 9 and 20, also No. 19, West Albany and No. 7, Guilderland, are in a flourishing condition, well

attended, and ably instructed by a corps of earnest, energetic teachers.

The union free school at Green Island, and the largest school in this commissioner district, under the principalship of Prof. John Heally, is progressing finely, having a large attendance, and employing twelve teachers. I notice that more pupils are appointed to the Normal school, from this school and No. 1, West Troy, than from all the others combined.

The schools situated in the rural districts, have been generally well attended. In some districts in which local trouble has existed, I find a marked falling off in the average attendance; except in those districts, the attendance compares very favorably with preceding years. Of the quality of the work done in our public schools, I can safely say that it is of a higher grade, and more thoroughly performed than it has been heretofore, and is constantly improving.

During the past year, I have made one hundred and five official visits, taking from one-half to one day in the rural schools, and from one to three days in the graded schools. I have also held six public examinations of candidates for teachers' certificates, besides advising and counseling with trustees.

The examination of teachers was both oral and written, and the candidate, in addition to literary qualifications, must have a good moral character, and have some ability to impart to others what he has learned. The teachers did not take kindly to a public examination at first as it was a "new departure" from an old established custom in this county. Letters were received from about half of those that wanted certificates, asking to be excused, and requesting a private examination; all were kindly but firmly informed that they were expected to be present.

I have sought on every occasion to raise the standard of literary qualifications of teachers, and in most instances have succeeded. In a few districts that were too weak, financially, to employ a good teacher, I was forced to license some who were not as well qualified as I would like to have had them; yet believing that a school of some kind was better than no school at all, I permitted them to teach.

During the year, I have licensed thirty-five teachers. Of this number, ten have first grade certificates, twenty have second grade, and five have third grade. Of the ten holding first grade, six are renewals, also nine of the second grade are renewals; no third grade certificates were renewed.

The present method of examining and licensing teachers is, in my opinion, very faulty; and, as long as the office is an elective one, will continue to be. No matter how strong and how well known the desire of the commissioner is to raise the standard of qualification of his teachers, he will be urged, in return for political favors, to license those that are incompetent. Trustees also engage a teacher and send him to the commissioner with the request that he

nse him as "he is wanted by the district and will give good satisfaction."

would suggest the holding of semi-annual examinations simultaneously in all the commissioner districts in the State, with a uniform series of questions prepared under the direction of the State Superintendent, the percentage and experience for each grade to be determined by the Department.

Two teachers' institutes were held, during the year, and were well attended, and very successfully conducted by Profs. Pooler, Kennedy, and Johannot and Kennedy.

I notice a growing interest on the part of the patrons of the schools in the work that is done at the session of the institute. In conversing with them on the subject, I find that they are changing their minds. Time was, and only a few years since, when trustees and patrons of the schools did not believe in institutes or teachers' meetings, said that no good resulted from them, that teachers went for the purpose of getting a vacation and having a good rest; but now, after satisfying themselves from actual observation that such is not the case, they talk differently.

As regards the teachers, I am sorry to report that those who stand in the most need of the instruction that they would receive there, are always conspicuous by their absence. Some of the aforesaid teachers have suddenly become aware of the fact that it would have been better for them to have attended.

I have conversed with a large number of tax payers and others, in relation to the Normal schools of the State. I find a wide difference of opinion, some claiming that they are fulfilling the purpose for which they were organized; others as strongly assert that they are not, claiming in proof of the position that the State does not receive a reasonable amount of service by way of teaching, the amount of money expended in educating and training the pupils for the position of teacher, and point to the number of graduates engaged in teaching.

On my official visits, I notice that the schools taught by Normal graduates that have taught one or two years, have better discipline, better methods, and a better system of imparting instruction, than the schools where the teachers have had no special training. It is a curious fact that, except in the graded schools, they do not retain their positions very long.

In conclusion, I can safely report the educational outlook for this commissioner district growing brighter with each succeeding year. Thanking the Department for many favors, I remain,

Respectfully yours,

CHARLES E. STURGES,

School Commissioner.

NOX, December 10, 1880.

ALBANY COUNTY — ALBANY CITY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In accordance with your request, I have the honor to submit the following report of the condition of the public schools of the city of Albany, together with a condensed statement of the workings of our system during the year ending August 31st, 1880.

The receipts and expenditures for the year were as follows:

Receipts.

Cash balance on hand September 1, 1879.....	\$74,652 26
Raised by tax.. ..	145,477 81
State apportionment.....	48,171 93
From literature fund, etc., for High School.....	2,433 07
From non-resident pupils.....	1,100 59
From sale of old desks	61 00
From High School pupils, use of books, etc.....	1,071 70
	<hr/>
	\$272,968 36

Expenditures.

Teachers' salaries.....	\$141,208 59
Text-books and stationery	3,004 21
School apparatus.....	439 18
Repairs.....	10,036 72
School furniture.....	1,073 25
Heaters and stoves.....	2,500 88
Fuel.....	6,319 18
Janitors' salaries, cleaning, etc.....	6,877 61
Miscellaneous expenses.....	912 49
Superintendent of Schools.....	2,125 01
Supplies... ..	2,167 72
Printing.....	1,977 19
Alteration of school-houses.....	4,982 08
Superintendent of buildings and repairs,	1,500 00
Library.....	1,185 38
Rent of lot use of school No. 5.....	200 00
Clerk hire.....	200 00
Rent of house use of school No. 20.....	192 00
New school-house No. 20.....	8,894 00
Gas and water.....	390 75
	<hr/>
	\$196,166 24
Cash balance on hand August 31, 1880.....	76,782 12
	<hr/>
	\$272,968 36

During the summer vacation of 1879, school buildings Nos. 6, 12, and 18 were altered in internal arrangement so as to replace the plan of a large study room with adjoining recitation rooms, with system of small rooms, accommodating about fifty-six scholars each, presided over by one teacher. The obvious advantages of these alterations are in the direction of health, increased accommodations and improved teaching facilities. The concentration of responsibility results in better discipline and more thorough work. The number of seatings in the above schools was increased 245 by these alterations, which is nearly equivalent to the erection of a new building. The cost of the improvements was \$4,982.08.

It will be the policy of the Board of Public Instruction to gradually alter or rebuild all the buildings under its charge until all the schools are arranged on the plan above described.

One new structure was begun last spring, and will be ready for occupation about October 1st. The building contains eleven rooms, and will furnish seatings for nearly six hundred pupils. While mainly and economically built, it will contain the most approved appliances for instruction, health and comfort.

Twenty-six schools, the same number as during last year, comprising a High School, thirteen schools having both grammar and primary departments, two grammar schools and ten primary schools, were in operation during the year. Eight schools have supervisory principals. The total number of teachers employed was 229, of whom 25 were males and 204 females.

The leading items of statistics of attendance, etc., are as follows :

Total number of seatings.....	11,485
Total number enrolled.....	14,049
Total average attendance.....	9,175
Percentage of attendance based on enrollment.....	65
Percentage of attendance based on number belonging.....	92
Total number of cases of tardiness.....	24,277
Percentage of tardiness.....	1.3
Promotions from primary to intermediate grades.....	1,075
Promotions intermediate to senior grades.....	740
Promotions from senior grade to High School.....	273
Number graduated from the High School.....	84

SCHOOL CENSUS.

The following statistics of school population were obtained directly from the census taken by the United States authorities in June last, and from other official sources :

Total school population (between 5 and 21 years).....	35,411
Number between 5 and 6 years.....	4,225
Number between 16 and 21 years.....	11,178
	<hr/> 15,403
Number of children between 6 and 16 years.....	20,008

Number enrolled in the public schools	14,049	
Number enrolled in the parochial schools.....	3,749	
Number enrolled in incorporated academies.....	357	
Number enrolled in private schools	735	
		<hr/> 18,890
Approximate number between 6 and 16 years not in any school.....		<hr/> 1,118 <hr/>

It will be observed that only about 1,118 children between the ages of six and sixteen years are non-attendants upon any school. This is evidently a very good condition of things in respect to attendance, for fully that number, between the ages of twelve and sixteen, must be employed in various occupations.

The statistics of attendance show about the same results as the previous year. A remarkable improvement will be noticed, however, in respect to tardiness. The number of cases was reduced from 42,170 to 24,277, and the percentage from 2.5 to 1.3. These figures show probably as low a point as can be reached without absolute prohibition. We regard this remedy, which is used in some cities, as worse than the disease. If we can keep tardiness at its present low point we will be content.

The progress of the schools in the line of scholarship has been satisfactory. We believe that we are producing more accurate scholars, and *as good* if not *better* men and women than in by-gone days. We endeavor to lead our pupils both to *think* and to *do*. The true teacher will never be satisfied with his work unless he has exerted some influence in the formation of the moral as well as the intellectual character of those committed to his charge. They expect too much, however, who demand that the teacher shall do *entirely* what is equally in the province of home and the church. Our teachers are endeavoring to mould aright the characters and to form well the manners of our pupils; but if their work is not supplemented at home or in the church; if, on the contrary, their efforts are, as is too often the case, antagonized by home and social influences; should the products be partially or wholly bad, the whole blame should not be placed on their shoulders, as it has been by certain self-sufficient but very poorly informed critics of our schools. The public generally understand the case better, and the steadily increasing attendance upon the schools, attests more strongly than words, the high estimate placed by those who know them best, upon the schools and the work they are doing for the community.

Respectfully submitted,

CHARLES W. COLE,

Superintendent.

ALBANY, December 30, 1880.

ALLEGANY COUNTY — FIRST DISTRICT.

MR. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with the directions contained in your circular of July 20th, I respectfully submit the following report for the year ending September 30, 1880.

The condition and progress of the schools in this commissioner district are very encouraging. In no particular is there more gratifying evidence of success and progress than is afforded by the steady improvement of our teachers.

In many respects the people of this district are becoming interested in the work, and some other qualification is required of teachers than that of cheapness. I also find that the inhabitants are becoming cognizant of the fact, that it is conducive to the interest of the schools to divide the school year into three terms, of from eight to twelve weeks each.

Trustees are not yet aware that the interests of their schools will be materially advanced by retaining able and efficient teachers for more than one term, and in some cases as many as four different teachers have been employed in twenty-eight weeks.

I was very much gratified, in my examination in April, in the marked improvement in the qualifications of teachers, as compared with previous examinations, and the consequent result of better schools, and a growing interest on the part of the patrons.

I have made, within the past year, one hundred and thirty-five visits. The school-houses in general are not built with any regard to convenience, ventilation or ornament; most of them are old, ill constructed and uncomfortable. Those built within two or three years are better arranged, and more in accordance with modern requirements.

The grounds surrounding the school-houses are generally selected for their worthlessness and nearness to the center of the district, and in very few instances has there been any effort made in decorating or improving them. I have granted, in the past year, one hundred and fifty-one third grade certificates, thirty-six second, and thirty first grades.

I think it advisable to grant only third grades until the teachers have improved themselves, by practical work, worthy of a higher grade, thereby making it a prize to be worked for and sought after.

Oral examinations in eight different places twice a year. These examinations are written, and occupy about six hours each. Candidates are required for second and third grade certificates, to pass a satisfactory examination in the common English branches, United States history, civil government and methods of teaching.

Many teachers, while possessing other qualifications in a fair degree, fail in methods.

I consider the establishment of Normal schools in this portion of the State has been of incalculable benefit to us. Few Normal graduates have been employed in this district the past year, yet many are teaching who have spent some time in Normal schools. Patrons as well as teachers recognize the fact, that teachers must have some special preparation for the work, and in no place can that be so well done as in those schools devoted especially to that work. The general impression is, that there should be no more Normal schools established, but increase the efficiency of those already existing.

There are too many school districts. In most cases the extent of territory is sufficient, yet the valuation is too low, and the number of children too small to sustain a good school and school building.

The teachers' institute was held at Angelica, commencing August 16, and continuing five days. Prof. Jerome Allen, conductor, ably assisted by Prof. C. T. Barnes. Three hundred and fifty teachers were present. No institute held in Allegany county was prolific of better results than this. Teachers not only received sound and practical instruction, but were led to appreciate their wants and deficiencies.

The schools, with but few exceptions, are ill provided with school apparatus, and the inhabitants pay but little attention to this want. I think it can only be remedied by compelling each district to provide itself with certain necessary apparatus.

The law in relation to text-books is almost entirely disregarded, as also is that in relation to compulsory education.

The district libraries are failures; but few, if any, of the books are used, and in most cases they are scattered and destroyed, and little or no attention paid to them. I would suggest that the money heretofore devoted to the library fund hereafter be used for purchasing school apparatus.

The township system meets with but little favor here. With the great number of schools to visit, the school supervision is necessarily somewhat imperfect, but it is not considered that it will be benefited by the township system.

We have in this district three union graded schools, located at Belfast, Rushford and Canaseraga. All of them are under the charge of good, capable and efficient teachers, and the buildings they occupy are large and commodious, and well supplied with good libraries and apparatus.

G. W. TIBBETS,
School Commissioner.

BELFAST, *November 18, 1880.*

ALLEGANY COUNTY—SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In addition to my annual report, in accordance with your requirement for a special one, the following is cheerfully submitted :

During the year, I have made one hundred and ninety-five visitations of schools. By these inspections a commissioner can be greatly aided in ascertaining the qualifications of teachers, which can be determined only in part, by their ability to answer questions in the examinations. He can often thereby instruct and encourage teachers, benefit school officers and patrons whom he meets and with whom he has an opportunity to consult concerning the interests of the schools.

It is impossible for a commissioner to travel over the fifteen townships in this district, visiting every school each time, if his visits are of the length they should be, and he discharges all the other duties of his office. It is reasonable to suppose that if his districts were of appropriate size to enable him to visit every school twice each term, and so note the progress that would be made between the dates of his visits, his labors might be more efficacious than they are under existing circumstances.

Public examinations have been held semi-annually, as usual, at eight of the villages most centrally located, questions and answers having principally been written, ranging through the branches required by law, including civil government and United States history.

There have been three hundred and twenty-four applicants for certificates, and two hundred and forty-seven have been granted. Trustees' reports show an aggregate of two hundred and seventy-three legally qualified teachers who have taught some portion of the year, but this number is the result of the second enumeration of those who taught in two different districts. The number reported as teaching at the same time, twenty-eight weeks or more, is one hundred and forty-four.

Commissioner Tibbets, of the first district, and myself, have labored together harmoniously, and we think successfully, to raise the standard of qualification for teachers in this county, and the consequence is better teachers, better wages and better schools.

During the five years through which my duties as commissioner have extended, I have spared no pains to encourage teachers and those desiring to become such, to amply qualify themselves for the position they expected to occupy as teachers. Many have attended school and in other ways striven to improve, and their efforts have not been in vain.

Our institute was held at Angelica the latter part of August, and was conducted by Profs. Jerome Allen and C. T. Barnes. We considered the average attendance better than ever before in the

first district, and that it was as successfully conducted as any ever held in this county, was universally admitted. Doubtless the institutes have done much toward inspiring teachers and increasing their efficiency. We have not tried the experiment as yet of holding two a year. Being one of the believers in a wise compulsory education law for pupils, it is my opinion that teachers, unless excused by proper authority, should be compelled to attend the institute when they will not do so voluntarily.

The annual meeting of the teachers' association of this district was held in January at Wellsville. These gatherings are always well attended, and instructive as well as entertaining.

The school commissioners of this county availed themselves of the privilege of attending the association of "School Commissioners and City Superintendents" that convened at Auburn last winter, and thought the time well spent.

I have attended several special school meetings held for the purpose of deciding the question of building new school-houses or remodeling the old ones, and have made a few visits for the organization of new districts, and to aid in the settlement of neighborhood controversies relative to district boundaries. Several school-houses have been thoroughly repaired. At Whitesville, a substantial two-story building has been erected for the accommodation of the union free school district organized at that place last fall. A new school-house, which has long been needed, is nearly completed for the Clarksville Center district. Cuba village has recently decided by vote to comply with the conditions of the law for obtaining an academic department to their large union school, to meet the demands of their increasing population.

Two new districts have been organized, during the year, No. 10, Amity, and No. 8, Ward, both of which seemed necessary.

In relation to the question of transferring the present authority for changing district boundaries, from the commissioners, or in case of an objection by trustee whose district territory is to be affected, from the town clerk, supervisor and commissioner, to an authority with which the latter would have no jurisdiction, I would say that my experience has not been unsatisfactory under the existing law.

All who have considered the subject agree that the beginning of the school year should be changed from October 1st to August 1st, or an earlier date. This change would give the districts whose schools begin in September time to employ teachers for the year, if they desired, and avoid the necessity of reporting annually parts of two school years, which is the present practice.

Being convinced some time since by visiting schools during the summer months, that a large proportion of the districts having school during that part of the year, could increase their efficiency by changing the time of their sessions, several districts, by my advice, made the change; but thinking the attention of some had

not been called to the importance of the proposed change, the following notice was published about the last of September, in all the newspapers of the district.

"To the School Officers and Patrons of Second Commissioner District, Allegany County:

After much thought upon the question in its different bearings, I am fully satisfied that the most of our district schools which are taught but two terms each year, the summer term beginning from May 1st to 20th, would be productive of much more satisfactory results, could there be three terms from ten to twelve weeks each, thus having school in the fall instead of the usually long vacation at that time, and entirely dispensing with school through July and August, the most unfavorable months of the year for mental exertion.

The attendance during these months is comparatively meager, owing to the fact that they include the greater part of the warmest weather, berry-picking season, and haying and harvesting.

The present system, it seems to me, is detrimental to all concerned; and as the average daily attendance of pupils is a basis for the apportionment of more than one-fourth of the public school fund, the result of this system is pecuniary loss.

Hoping that this subject will receive your proper consideration at the approaching school meetings, and that some provision will be made for an advantageous change, I am,

Your obedient servant,

A. B. COTTRELL,

Commissioner."

RICHBURG, September 20, 1880.

Many of the districts took steps at the annual meetings for the adoption of the plan recommended. Probably most of them that have arranged for short spring and fall terms will gradually lengthen them.

For reasons that have been reiterated by other commissioners in previous reports, it would seem advisable for the public school money which is now apportioned on account of resident pupils (all persons between five and twenty-one years of age, residing in the district) and average daily attendance, to be apportioned on the basis of average daily attendance alone, thereby offering an incentive for an increased attendance that is generally so much needed.

If each commissioner was one of a committee of three in each town of his district, for the employment of teachers, it would be surprising were not the value of the schools greatly augmented.

Nearly all the commissioners make similar reports relative to the library fund; it is generally appropriated for the payment of teachers' wages, illegally as well as otherwise. In my former report, it was substantially recommended, that if the fund were to be continued, that apportioned to the several districts of a town should be consolidated and invested for books, etc., to be kept at the most accessible place in the town. A town library might be made of inestimable value.

It is my belief that the teachers employed in this district, during the year, although not all as proficient as they should have been, were, on the whole, superior to those of any previous year since my term as commissioner began.

As commissioners' requirements for licenses to teach are liable to be widely different from those of their predecessors and successors of their colleagues in the same county and different counties, would it not be an improvement upon the present plan, to have a uniform standard which might be approximately obtained by requiring every applicant for a certificate to first possess one obtained from the Board of Regents, or some other properly constituted authority for issuing the same?

I believe one of the most urgent needs of the district schools is the adoption of some system, rude though it might be at first, for their gradation; and the creation of some authority to be judiciously exercised, to determine upon the grades to which pupils would be assigned. The "township system" would unquestionably have a tendency to improvise a power for grading the schools.

At Wellsville, there is a Catholic school that was established about four years since. The principal, "Mother Stanzalos," informs me that the number of pupils now enrolled is nearly two hundred. The four teachers employed, who are "Sisters," retain their places permanently, and evidently are ladies of culture and merit. Perhaps the only reasonable objection that Protestants could make to their instruction is on account of its being partially in the catechism of the Catholic church.

Riverside Seminary, located midway between Wellsville and Leid, was incorporated more than a year since, under the general laws of the State, by the Methodist Conference. Their school year is divided into four terms of ten weeks each, and from fifty to sixty students are generally accommodated. The school is pleasantly situated, considered permanent, and increasing in favor.

There is a kindergarten school at Cuba, which I have not visited, but to know the teacher, Miss Lloyd, is sufficient evidence of its success.

Alfred University and Friendship Academy are accomplishing grand and telling results for young people of this county. The former institution has almost a national reputation, and has been of incalculable service to thousands of its students now scattered throughout this broad land.

The Normal schools, without doubt, are performing, as best they can, the mission for which they were established. More than the usual number from this district have received appointments to them during the year.

While our educational interests are apparently dormant at times, they are not on the wane, but to the careful observer are moving steadily and grandly forward, though silently it may be, keeping abreast with all the forces that wield a mighty influence for good.

ing you for the promptness with which my inquiries to
partment have uniformly been answered, I am,

Respectfully yours,

A. B. COTTRELL,

School Commissioner.

BURG, December 1, 1880.

BROOME COUNTY--FIRST DISTRICT.

EIL GILMOUR,

Superintendent of Public Instruction:

-In compliance with your request, I hereby send my an-
nool report for the first commissioner district of Broome
for the year closing September 30, 1880.

undred and twenty-eight qualified teachers have been em-
t the same time for twenty-eight weeks or more. Ten of
ere licensed by the State Superintendent, three by the
ormal schools, and the remainder by the commissioner.

is writing, the supply of teachers is only just about equal
emand; a condition of supply and demand in this profes-
met with before during the past four years. Whether the
this scarcity of teachers will prove salutary to the schools
county remains for time to tell.

pression of a teacher's ability in the school room is virtu-
rt of the examination, and in my written examinations the
s tact and practicability in the school is considered.

had two hundred and eleven applicants for certificates, and
one hundred and ten.

been reasonably strict in my examinations, and licensed
se who were well qualified, and for this have received severe
and censure from disappointed parties and their friends;
e found this policy very wholesome for our schools and
ory to the true friends of education.

visited one hundred and sixteen schools, and found the
generally zealous and faithful in the performance of their

resent manner of employing teachers is a little careless; a
s capacity, or the grade of license, seldom being inquired
nd I have found teachers in schools without any license
r.

teacher's salary is usually graded according to the trustee's
y. This is not right. Teachers should receive a salary
g to their ability, and trustees should be careful to ascertain
nearly as possible, before making an engagement.

The attendance of pupils during July and August is very small; often in districts with forty or fifty children of school age, I find but from six to ten in attendance.

I respectfully suggest that the Legislature change the commencement of the school year from October 1st to August 1st, thereby giving trustees an opportunity to open school September 1st, and continue in session till the last of June.

Until this change is made in the law, I suggest that trustees open the schools as early as practicable, and continue the sessions for twenty-eight weeks or more, giving two weeks' vacation during holidays, and one week in the spring, if the term is a long one. I feel sure this method would work a decided improvement. This plan was advocated in my report last year; some districts have followed it with success and satisfaction. The sooner summer schools are set aside the better for the education of our children.

It would undoubtedly better our educational system if the law required forty weeks school in each district instead of twenty-eight, as at present, although trustees have the power to have as many weeks school during the year as they choose.

We hold a teachers' institute semi-annually, with a session of one week each. The attendance generally reaches from two hundred and forty to three hundred members. These institutes have done good work for our teachers and schools, and more than justify their expense.

I wish to speak in commendation of our State Normal and Training schools.

Teachers who attend these schools certainly receive a good training for their work. We cannot expect *all* persons who attend to become first-class teachers; teachers must possess natural gifts to succeed well in their profession; nevertheless it is a great benefit to all young teachers to make a thorough preparation in these schools. I am convinced of this by visiting graduates in their schools. They have no vague perception of what they wish to do; their work is well mapped out, and combines system and thoroughness. It will be a benefit to the educational interests of Broome county as their numbers increase.

The following are the financial and statistical items of interest:

FINANCIAL.

Amount on hand October 1, 1879	\$825 55
Public money apportioned to district.....	12,911 21
Gospel fund in Colesville, Sanford and Windsor.....	267 19
Raised by tax.....	14,868 55
Other sources.....	2,571 72
Total.....	<u>\$31,444 22</u>

Paid for teachers' wages	\$22,563	11
Paid for libraries	59	83
Paid for school apparatus	8	35
Paid for houses, repairs, etc.	5,385	88
Paid for other incidental expenses	2,266	70
Amount on hand September 30, 1880	1,160	35
Total	\$31,444	22

STATISTICAL.

Number of children of school age Sept. 30, 1880....	5,160
Number attending school some portion of the year...	4,400
Average daily attendance of all the schools.....	2,292.436
Number of teachers employed during the year—males,	59
females,	175
Number of school houses.....	116
Value of same.....	\$45,845 00
Assessed valuation of taxable property.....	\$6,495,888 00

One new house has been built at Chenango Forks at a total cost of nearly \$4,000.

During the past year, H. W. Callahan, a graduate of Hamilton College, was principal of the union free school at Windsor, assisted by two efficient teachers. One hundred and ninety pupils attended this school some portion of the year. Mr. Willard has been engaged as principal for the ensuing year.

J. B. Dunbar, a graduate of Cornell University, is now engaged for the third year as principal of the union free school at Deposit, with a corps of eight able assistants in the three schools in this district (No. 3, Sanford). Three hundred and ninety pupils have attended in this district some portion of the year.

These schools at Windsor and Deposit sustain their excellent reputation, and are sending out able and well-trained recruits to our teachers' ranks.

The law requires each district clerk to forward to the town clerk, immediately after their election, a list of all school district officers, and their post-office address, under a penalty of five dollars for neglect in each instance; and it is the duty of the town clerks to forward to the school commissioner a list of such school officers for each school district in his town. This is valuable information that should be transmitted immediately after the annual school meeting. I fear this requirement is not well understood, as no town clerk has yet sent in his list.

My whole time has been devoted to the interest of the schools

under my charge. I have no interest in any other business at present.

Thanking the Department for many favors received, I am,

Your obedient servant,

A. G. WILSON,

School Commissioner.

BINGHAMTON, *November 10, 1880.*

BROOME COUNTY — SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I herewith submit my annual report containing the statistical and financial condition of the schools in the second school commissioner district of Broome county, for the year ending September 30, 1880.

This district is composed of eight towns, viz.: Barker, Binghamton, Lisle, Maine, Nanticoke, Triangle, Union and Vestal, and has one hundred and eight school districts, ninety-six having the school-house in this county, and in which one hundred and thirteen teachers have been employed for a period of twenty-eight weeks or more. Three schools that formerly employed but one teacher each have this year employed two, thereby increasing the number three, over that of last year.

The whole number of children between the ages of five and twenty-one years residing in the district on September 30, 1880, was 4,803. A decrease in number from that of last year of fifty-four. The average time the schools were taught was thirty-one weeks and two days, this being a longer time than in any previous year. The whole number of teachers employed at any time, during the year, was 198. Of this number, 58 were males, and 140 females. Four were licensed by the State Superintendent, three by Normal schools, and the remainder by the school commissioner. The whole number of children attending the schools any part of the year, was 4,092, with a total attendance of 369,285, and a daily average of 2,324. The amount of territory covered by school-house sites is twenty-nine acres and forty-one rods, valued at \$9,960. School-houses are valued at \$51,226, and the assessed valuation of all the taxable property is \$5,617,896.

The financial items are as follows :

Receipts.

Amount on hand September 30, 1879.....	\$1, 204 73
Amount public money apportioned to district.....	11, 970 08
Amount raised by tax.....	12, 245 94
Amount from other sources.....	2, 504 98
Total.....	<u>\$27, 925 73</u>

Payments.

Teachers' wages.....	\$20,306 32
Libraries.....	51 73
School apparatus.....	136 57
Houses, repairs, etc.....	4,713 24
Other incidental expenses.....	2,291 19
Amount on hand September 30, 1880.....	426 68
Total.....	<u>\$27,925 73</u>

Only sixteen of the school-houses are separated from the highway by fence. In two districts the school-house and other buildings cover the entire site, and there is no playground, except that furnished by the highway. There have been four new houses built well furnished, and in a number of the houses the unsightly desks and benches have given place to good modern school furniture; but what we need most in nearly all the houses is more and better blackboards. Of the ninety-six districts, eighty-nine have one trustee, five have three, one has five, and one, nine. So far as I have learned, two districts chose ladies for trustees at the usual meetings.

The union school at Whitney's Point is the largest in this district, and has been well conducted under the principal, Prof. I. T. Mayo, a graduate of Amherst College, with a competent corps of teachers, three of them holding State certificates.

The Lisle union school was, during last year, in charge of Prof. N. Cobb, a graduate of the Syracuse University, and did excellent work.

The school in Union village has been in charge of Prof. J. L. Clark, a graduate from the Cortland Normal school, for four years, and now only lacks in name and special privileges given by the new free school act, to rank with the best of our union schools. In the above three schools we get a large number of our young men and women, and their work in the school room speaks well of their training.

The union school at West End, in the town of Binghamton, has the past year occupied a new brick house, with two departments. The school has been thoroughly graded, and is now in a healthful state of progress.

The Susquehanna Valley Home is located in the town of Binghamton, and on the 30th day of September, had one hundred and twenty children between the ages of five and twenty-one years, and, during the year, had forty weeks of school taught by two hundred and fifty teachers, with a daily average attendance of over one hundred. I have visited the school and found the children under good instruction and making good progress.

During the year, I have had two hundred and sixty-eight applicants for license to teach, and have licensed one hundred and forty-one, and now the schools are all filled and the supply of teachers exhausted.

In thirty-five schools and departments the teacher was kept throughout the whole year, and about one-half of them are now filled by the same teachers. The number of Normal graduates in the list of teachers is less than heretofore, but we have quite a large number of under-graduates who have spent one year or more in the Normal, and are putting into practice Normal methods, and in this way our common schools are receiving a good influence from Normal schools.

We have held two teachers' institutes, during the year, one in the spring, conducted by Prof. E. V. De Graff and Prof. H. C. Northam, and the time was wholly occupied with instruction in methods and school organization. The attendance was large, and the teachers were so much interested in the work presented, that on visiting the summer schools it was very easy to see who attended the institute and who did not. It has been my aim to use every means in my power to get all the teachers to attend the institute, and then in their schools, to advise, encourage and help them to carry out the new and more rational methods, and this more particularly in the primary work. I have in teachers' examinations endeavored to get as much as possible into the limited time and space, and by an advance in requirements, led the teachers to a more thorough preparation in theory and practice, general information and a greater number of subjects to present, and it is very gratifying to see that the people appreciate teachers who can and will teach from their own store of knowledge, and not depend upon text-books in the school room. Our fall institute was conducted by Prof. Northam and Prof. R. L. Seldon, with a large attendance, and in a way I that am sure to see the good in our schools hereafter.

From my experience in our common schools, I am thoroughly convinced that the school year should end with July instead of September. In quite a large number of districts the terms are arranged so that the school is opened on the first of September.

I have, during the year, made one hundred and fifty-two official school inspections, and have, with very few exceptions, found the teachers trying very hard to do good work, and ready to receive advice that may in any way help them with their work.

I am glad to see in some districts the subject of school libraries revived, and in some schools to see a table set apart for books of reference, newspapers, and works from our standard authors. In the preparation for the present term, I have noted a more careful selection of teachers, and a better provision for the wants of the school, so that with our help we may expect an increase in interest and advancement.

I will take this opportunity to express my thanks to school offi-

and patrons for their co-operation, many favors and kindness to
and to Commissioner Wilson for his assistance and courtesy ;
to the Department for favors granted.

Your obedient servant,

S. D. WILBUR,

School Commissioner.

BINGHAMTON, *November 24, 1880.*

BROOME COUNTY — BINGHAMTON.

1. NEIL GILMOUR,

Superintendent of Public Instruction :

RE. — In compliance with the request contained in your circular
30th of July last, I have the honor to submit the following
report of the schools under my supervision, for the year ending on
30th day of September last.

The whole amount of money received by the board of education
in this city, during the year ending as above, was \$45,530.22, of
which \$10,620.40 was received from the State. This amount,
which includes the unexpended balance from the previous year, is
more than the amount received last year by \$610.34.

The whole amount expended for the purposes of common school
instruction, during the year, was \$43,947.04, the several items of
which expenditure are here enumerated as follows :

teachers' wages.....	\$27,730 24
building, repairing and leasing school-houses, and improvement of grounds.....	10,973 65
library purposes, including text-books for indigent pupils, and apparatus.....	629 90
all other incidental expenses, viz. :	
For fuel	\$591 17
For janitors' salaries.....	2,533 00
Printing, insurance, etc.....	1,489 08
	<hr/> 4,613 25
	<hr/> \$43,947 04

The total expenditure for 1879 was \$39,233.01, showing an
increase in expenditure for 1880, of \$4,714.03. This increased
expenditure is in consequence of building a new school-house, a
substantial brick structure three stories in height. It was designed
as a primary school, and being centrally located, it affords relief to

the overcrowded primaries of several ward schools. The city school library and offices of the board of education and superintendent are located in the building.

The number of schools under the care of the board of education, and therefore under my supervision, is nine, including one high school, one central grammar school and seven mixed and primary ward schools.

The following table exhibits the average daily attendance of pupils in each school for the year, with the number of teachers employed therein, as compared with the preceding year.

	Average Attendance.		Number of Teachers.	
	1880.	1879.	1880.	1879.
High school	150.9	150.6	5	5
Grammar school	165.4	174	5	5
Oak street school.....	437.7	381.5	11	10
Washington street school	91.2	93.3	2	2
Robinson street school.....	233.5	244.5	7	6
Pine street school	389.6	372.2	11	11
Carroll street school.....	388	378.5	10	10
New street school	225.3	221.3	6	6
Alfred street school	94.6	86.3	2	2

The whole number of pupils who attended the public schools, during some portion of the year, is 3,056, an increase over the previous year, of 51. The average daily attendance for the entire year, is 2,167, an increase over previous year, of 65. The attendance for the past year has been very satisfactory, being nearly 71 per cent. of the number enrolled, which is, I believe, the highest ever attained.

Some attempts were made, during the year, to enforce the compulsory attendance law, but the results were not such as to warrant any great efforts in that direction, while the law remains in its present shape.

The standard of scholarship, as shown by the careful examinations made during the year and at its close, is well sustained, and evinces a steady improvement. The system of primary education, which has obtained in our schools for a number of years, is being constantly improved, and the results are steadily becoming more satisfactory.

During the year, the city school library has been greatly improved and enlarged. Nearly 800 new volumes have been added to it, at a cost of over \$1,000.

A new and complete catalogue has been made, and a thorough classification effected. No agency connected with our public schools is comparable in value with a well selected library of books suitable

or the young. Owing to the increase of periodicals and newspapers, the reading of books is apt to be neglected, and a habit of reading fails to become established. To stimulate the formation and enlargement of such libraries, it might be well if the Legislature would authorize a *pro rata* distribution of the moneys annually apportioned for library purposes, to the several school districts, to those districts only which raised an equal amount by taxation, and applied the same to the purchase of books. This would tend to the establishment of libraries, and would have the further merit of devoting the money to its legitimate purpose, instead of having it frittered away, as is now most frequently the case.

Drawing is taught in our schools with increasing efficiency. The course in it has been revised, and the work of each day throughout the year outlined for the several grades. The practical development of the children, by means of it, is freely admitted by those who were indifferent or averse to its introduction into our schools.

Perhaps no city in our State has better school buildings, taken as a whole, than Binghamton. They are all brick structures, with one exception, recently built, and fitted up with all the modern improvements. They are, for the most part, well lighted, and in nearly every case especially well ventilated. They are constructed on the plan of large assembly or study rooms, with recitation rooms conveniently located and ample in their accommodations.

Respectfully submitted,

M. L. HAWLEY,

Superintendent.

BINGHAMTON, January 15, 1881.

CATTARAUGUS COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In compliance with directions contained in a circular received from you, I would submit the following:

In the first place, allow me to say, this district is about forty-five miles long, north and south, and the average width about twenty miles. It is generally hilly, and, in some parts, almost mountainous. I trust, in reviewing my work, you will take into consideration these difficulties I have to encounter.

I have made 263 official visits, calling once at *every* school, most of them twice, and in some cases found it necessary to repeat my visits during the same term.

I find most of my teachers are learning and practicing the plan of developing each lesson, while others are following in the old rut, asking questions and receiving answers from the text-books. The best class I encourage, the other I try to lift out of this rut, and show them their method is not of the present day.

In all of my visits, 263 in number, I found only one where I thought I would be *justified* in asking the teacher to resign; here, it was done, and another teacher was placed in charge of the school, with good results.

It is upon these visits, though necessarily short, we become acquainted with our teachers, *as teachers*. For this reason, if for no other, a county with such an area as Cattaraugus has should be divided into more than two commissioner districts.

In the spring, I held fourteen public examinations, one in each town of the district. In the fall, before the annual school meeting, I held fourteen examinations the same as in the spring. After the school meeting it became necessary, and I held a special one. I used printed questions and required written answers.

I have granted third rate certificates to those, all other things being favorable, answering correctly fifty per cent., second grades to those answering seventy-five per cent. of the questions embracing arithmetic, grammar, geography, history, civil government, reading and spelling. I have given only a very few first grades, and those were given to those of a successful experience.

I have written this fall 9 first grades, 47 second grades, and 88 third grades, or a total of 144 certificates. There are 15 second grades I wrote last spring, and 13 first grades I had previously granted, and 7 signed by ex-commissioner McClure, making a total of 179 commissioners' certificates in force to-day in this district. There are five Normal teachers engaged for the coming term. It takes 168 teachers to fill our schools during the winter, leaving a surplus of 16. Out of this number, I know of 7 that have engaged schools outside of this district, leaving an actual surplus of only 9, and some of this number do not wish to teach. In fact, I do not know of a person holding a certificate, and desiring to teach, that has not a school.

In addition to my other work, I find from an actual record, that since my last report to you, I have received and answered 516 official letters and cards.

Our institute was held in the second district, and as commissioner Crandall will undoubtedly report it in full, I will only say, it was a success, and expect good results will follow.

Probably we know as little in this county of the Normal schools and their work, as any in the State. We have only a few of their teachers with us. I think, and believe it to be the general impression throughout the district, that Normal schools and teachers' institutes are accomplishing better work now than ever before.

We have one academy in this district. The Ten Broeck Free Academy at Franklinville, Wm. M. Benson, A. M., principal. It is free, or nearly so, to the people of the towns of Farmersville, Franklinville and Machias. They have an average of about 200 students in attendance.

Most of my teachers have been students at this school. With

Prof. Benson at its head, it ranks second to none in this part of the State.

In conclusion, I believe, in this district, the public schools and public education generally are in a healthy condition.

I am under many obligations to the Department of Public Instruction for numerous favors.

I am, very respectfully,

J. HENRY SHALLIES,

School Commissioner.

SANDUSKY, November 15, 1880.

CATTARAUGUS COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with directions contained in your circular, I have the honor to submit the following report of work accomplished, during the past school year, and of the condition and wants of schools under my supervision, together with remarks upon the school laws of the State as at present enforced.

In this district the duties of school commissioner are quite onerous, as within its limits are one hundred and seventy-four schools scattered throughout eighteen towns. My time has been wholly devoted to official duties, yet visits to the schools have been, necessarily, less frequent than I desire, and I have availed myself of every opportunity to inspire and inform teachers of less experience by bringing them in contact with those of more extended experience and of marked ability. Having become acquainted with the location of school-houses and the requirements of the schools, I have been enabled to make more visits during the past year than during the one preceding, and, whenever practicable, have invited school officers and patrons to attend. I have made, during the past year, two hundred and eleven visits, some of them, of course, brief, but have spent my time where I thought it would do the most good. I am gratified to be able to state that the recorded visitations by patrons have greatly increased and, as a result, school-houses are made more comfortable, attendance is more regular, interest in the schools greater and the work in every way better. I have found the people in most cases ready and willing to co-operate with me, and am convinced that two or more visits each term by the commissioner would greatly advance the best interests of the schools; but that is utterly impossible, except in a few cases, on account of the size of the district. Another burden is caused by the neglect of district clerks and town clerks to comply with requirements of the law. In some towns the clerk has no book in which district boundaries are recorded, and in many others the

records are very imperfect; hence frequent calls are made upon the commissioner to settle disputes and to define the limits of districts, people generally believing he has the records of all district boundaries. I have given considerable time to these matters and have supplied deficiencies as far as possible.

Two examinations have been held in each town, one in April, the other in September. Applicants for certificates are required to answer, in writing, questions in orthography, grammar, arithmetic, geography and United States history. In addition to these subjects, applicants for first grade are examined in civil government, physiology, algebra and general reading or topics of the day. At the close of the written examinations, oral questions are propounded on reading, penmanship, methods and school law. The examinations have been thorough and rigid to that extent that the number of applicants, during the past year, has been little more than half of that of the year preceding. This was necessary because there were so many persons desiring to "keep school" that *teachers* experienced great difficulty in obtaining positions, and were obliged to teach at a very small salary. As a result, many good teachers engaged in some other work; but a radical change has been effected, and to-day our schools are taught by the better teachers, certificates having been granted to but few more than were necessary to supply the schools. The number of teachers holding certificates and the number required are as follows: State certificates, six; Normal diplomas, eight; first grade, forty-four; second grade, eighty-seven; third grade, fifty-six; required, one hundred and seventy-five.

A decided improvement in school buildings and furniture has been made, though there is still a lack of apparatus. The schools are all supplied with blackboards, though in some cases they are not as good as desired. Nearly all have dictionaries, and many of them charts, maps and globes. A few weak districts, which it has not been thought best to annul, are compelled to content themselves with an ordinary teacher, and very little apparatus; but gradually these districts are becoming less in number, and patrons realize that one good, vigorous school is preferable to two small, poor ones. The instruction is often irregular and imperfect, as teachers are changed in most of the rural districts every term, the terms being two in each year, covering the prescribed twenty-eight weeks. Each teacher may do good work, but the methods are different, and the development of pupils' minds is not symmetrical. Nevertheless, facilities for good work increase from year to year, and I believe students in our common schools now receive better preparation for life's work than at any other time in the history of our country.

Teachers' institutes are growing in favor, and they are generally regarded by the people as valuable disseminators of theory and principle. Our institute was well attended, and teachers speak in highest terms of instruction there received. The number of teachers from Normal schools is small. Some of them are excellent instructors, but they are not generally more successful than teachers

from colleges and academies, and though Normal schools are productive of much good, in my judgment, they are not accomplishing the work designed by the Legislature when they were established.

There is one academy in this district, and three union schools having academic departments. These exert a salutary influence upon the common schools, and a majority of the teachers are educated there. So far as I have been able to learn, our academies are doing good work. They give students a thorough, practical education, and serve to stimulate pupils in the common schools to renewed exertions and higher aspirations. Until the present year, teachers' classes have been maintained in them, and though no appropriation was made, Chamberlain Institute still gives the same instruction. Both teachers and patrons regard these classes as well adapted to the preparation of those who desire to become competent instructors.

The compulsory education law is a failure. The text-book law has resulted in little good, and has not accomplished its mission. The appropriation of money for library purposes is useless as it is almost invariably applied to the payment of teachers' wages.

The present trustee system and the employment of teachers for a single term are defects which must be remedied before the greatest possible good can come to the pupils which the State is earnestly endeavoring to educate.

I desire to express my appreciation of courtesies extended to me by the department, and to return thanks for prompt answers to all communications.

Your obedient servant,
JOEL J. CRANDALL,
School Commissioner.

LITTLE VALLEY, November 30, 1880.

CAYUGA COUNTY—FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with the requirements of your circular, I have the pleasure of submitting the following brief report concerning my work as school commissioner.

During the past year, I have examined or visited one hundred and ninety-nine schools. These visits, and the interviews which I have had with trustees, lead me to believe that the teachers of this commissioner district are earnest and efficient, and that the work of education in Cayuga county is progressing. Not every one who has the honor of a certificate can be called efficient, but the deficiencies which I have noticed are in methods and ability to gov-

ern. I am pleased to say that these instances are few. I have examined, during the year, one hundred and fifty-six teachers, of whom one hundred and eighteen received certificates, including those indorsed and renewed.

There are, of course, unexpired licenses granted by my predecessor, the number of which I cannot state. The total number of licenses, however, cannot be greatly in excess of the number of teachers employed; and, I may say, none in excess of the number of teachers employed. The time when teachers and trustees complained of the superabundance of teachers has gone by, and the fault to-day is in the making of so many applications by each teacher. The licenses granted have been granted upon written examinations in the following branches: Arithmetic, grammar, geography, orthography, United States history, civil government and the use of diacritical marks. I think the matter of prescribing examinations should be removed from the hands of the commissioners, and that they should be prescribed, as well as the time and manner of holding them, by the Superintendent of Public Instruction, as the examinations for State certificates are now prescribed.

The present system of apportionment of public money seems to be just, and meets universal approval, excepting the apportionment of library money to such districts as year after year appropriate it to the payment of teachers' wages. But two school districts in this commissioner district use their library apportionment for library purposes.

There have been no alterations of district boundaries, during my term of office, in this commissioner district, and no neighborhood difficulties arising from school affairs which have come under my observation or to my knowledge.

In hiring teachers, I find that trustees act the pleasure of the people of their respective districts. They generally hire such as are approved by the district. I find no trustees over-anxious to engage the unqualified. They are at fault many times in employing such as have no license, and many times subject themselves to some inconvenience.

The teachers' institutes which have been held in this county have been productive of great good. The attendance at these institutes has been good, and teachers have a growing interest in them. I find that teachers adopt the methods of the conductors to a large extent, and go out from the institute to their work with increased energy and a greater sense of their responsibility. I put most dependence upon such teachers as attend institutes and associations. We, the people of this commissioner district, have no opportunity to judge Normal schools and Normal teachers. By my report you find that but three Normal teachers have taught in this commissioner district. I think these did not employ Normal methods, at the special request of trustees.

There are no private schools in this commissioner district. The

cademies at Weedsport and Port Byron send out annually a number of young teachers, whose knowledge of books and subjects to be taught and methods of presenting subject-matter are good. Generally they are young, and if deficient in any particular, it is in judgment and in ability to manage.

In closing, I would say, judging from my own knowledge of surrounding counties, that the schools and the teachers and the cause of education in Cayuga county are up with any.

I have the honor to be, sir,

Your obedient servant,

WILL C. HOPKINS,

School Commissioner.

MERIDIAN, November 16, 1880.

CAYUGA COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — According to your request, I respectfully report that my commissioner district consists of thirteen townships, one hundred and thirty school districts of one hundred and forty-three departments.

I have visited nearly all of the one hundred and thirty schools twice, during the last school year, making two hundred and fifty-one visits. I am of the opinion that the commissioner's visits are considered sufficiently important to awaken a lively desire in both teacher and pupil to convince him that they intend to show improvement. The limited time I am able to remain precludes the possibility of obtaining more than a general knowledge of the work done in the schools.

The impressions I have received, during my visits, are of a mixed character. While I saw some things to censure, and the need of many suggestions, I also saw much to commend. We have too many teachers who adhere too closely to text-books, who take little or no pains to prepare a subject or topic for class work, thereby very much weakening their power for true teaching, who fail to decorate the walls of the school room in any way, and who wholly neglect or ignore the practice of ventilation according to any common sense principle. On the other hand, many teachers decorate the school room with some prints which relieve the barrenness of the walls, arrange some curtains for the windows, and are doing very good work in teaching, showing a tact and originality in methods and ability to secure the co-operation of patrons and the advancement of the pupils.

I have licensed two hundred and twenty-four teachers during the past year. By appointment published in the local papers,

I have met the teachers in each town, in the spring, and at the institute in the fall, and given written examinations in the following branches: Arithmetic, grammar and language, geography, spelling, United States history, civil government, and sometimes reading and sounds of the language with diacritical marks.

I think some compendium of school subjects as was mentioned at the association at Canandaigua, might work good results in being a basis of research on the part of the teachers, and tending to a uniformity of commissioners' work.

I have not learned of any opposition to the school laws of the State (except it may be the compulsory education act, which is comparatively a dead letter in this locality), in the matter of apportionment of public money, alteration of school district boundaries or settlement of local difficulties. But in employing teachers, the matter of low prices seems in many cases to out-weigh worth. Whether the last point can be remedied by other than public sentiment may be a question.

While I find ignorance, to a certain extent, among the people, concerning school work, I also find the general public mind very well informed upon most matters relating to the schools. We think the latter condition is largely due to the maintenance of a district teachers' association, which meets from six to ten times a year in different localities in the commissioner district. Large audiences of the patrons attend and witness class exercises, and aid in discussing the various methods of presenting the subjects of school work, and other educational questions of interest. In my opinion, this is one of the best educators of public sentiment that can be operated by school officers.

The teachers' institute in our county I think is a power for good to very many teachers. As a rule, the attendance is full and regular during the entire time; this doubtless is the result of the one week's session. The lectures, at the institute, deserve especial notice, for this feature of the work always secures large audiences of patrons and citizens who show deep interest in the progress and development of educational work; and this interest in institutes seems to increase, for at the institute held at Moravia, October 27, we had a larger record of attendance, and deeper interest in the work, than I have known at any previous institute.

Public sentiment indorses the work of Normal schools, but I opine that our rural districts do not derive a tithe of the benefit from them that the Legislature intended they should, because the small remuneration for teaching and the uncertainty of duration of employment drive many energetic, and therefore the best, Normal graduates into other lines of labor.

There are, within the limits of this commissioner district, two academies, two female colleges and three private schools.

Oakwood Seminary, an academy located at Union Springs, formerly known as the Friends' Academy, is of long standing. The school is in session for forty weeks, and five hours per day;

During the past year, seventy-eight students were in attendance; the school is in a flourishing condition.

Cayuga Lake Academy at Aurora, has four terms, for forty weeks, and five hours per day. Registered fifty students, average thirty-five. The studies pursued in this and Oakwood are those commonly found in academies.

Howland School, a college for young ladies, is situated at Union Springs, has a calendar of three terms, forty weeks, and five hours per day. Registered last year, thirty students. Besides a preparatory course of three years, there are three collegiate courses of four years each.

Wells' College, exclusively for ladies, is situated at "Aurora on Cayuga." During the year, its attendance was full. The school is, every way, in a flourishing condition, with sufficient endowments to reasonably insure its perpetuity.

Dr. Tillotson's school, in the township of Genoa, is a private school for both sexes. The number recorded, about thirty. The doctor approves of thoroughness on the part of the pupils, but always keeps in view their comfort and convenience.

Miss H. Hussey's Sherwood select school, in the township of Venice, has three terms, forty weeks, and five and one-half hours per day. Recorded thirty-three, average thirty, and prepares students for schools of the grade of Cornell University.

Prof. Hosea Curtis' school, at Moravia, is a private school, pursuing a course of study similar to that of a high school or an academic department.

Cayuga county stands in the front rank in her provisions for the higher education of young women, but for young men, there are no advantages for a collegiate course; but below this, the scope of school courses is so varied and comprehensive, that all her sons and daughters may secure an excellent common school education and a preparation for a scientific or a classical course, and if they do not, the fault must be laid at their own doors.

PETER SUTPHEN,

School Commissioner.

CAYUGA, October 15, 1880.

CHAUTAUQUA COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In compliance with your request, I have the honor to submit the following report:

There are, in this commissioner district, four union schools and 146 common schools, scattered over an area of 553 square miles.

The number of children between the ages of five and twenty-one

years, on the 30th day of September last, was 7,269, of whom 6,213 attended school some portion of the year. The average daily attendance of all the schools, during the year, was 3,722, being about 60 per cent. of the enrollment and 51.21 per cent. of the school population, which I consider a very creditable showing for a rural district.

Value of school-house sites.....	\$20,756 00
Value of school-houses.....	143,795 00
Assessed valuation of taxable property.....	12,463,169 00
Amount of public money.....	19,149 01
Raised by tax.....	22,502 05
Paid for teachers' wages.....	34,300 00
Paid teachers while attending institute.....	96 00

The total expense of this district, during the year, was \$47,433.08.

One new school-house has been built in district No. 16, in Harmony, at a cost of \$2,875, \$75 of which was given the district by Dr. H. H. Glidden, a prominent citizen of the town.

I have held thirty-seven public examinations. There are twenty-eight teachers employed at the present time, who are either graduates of a Normal school or hold a State certificate, while the remainder are licensed by the school commissioner.

The total number holding certificates under my hand is 192.

I am convinced that the best place to ascertain a person's ability to instruct and manage a school is in the school room.

I have unhesitatingly refused to license teachers the second time who lacked some of the most important elements of strength, viz.: tact and skill to govern a school.

Every district has maintained a school twenty-eight weeks. I think that if the money which is sometimes expended for thirty-six weeks of school or more, were paid for the services of better teachers for the time required by law, the schools would be more largely attended and the children much farther advanced.

It was impossible for me to inspect all the schools, during the past year, but I have taken great pains to visit those in which were employed young and inexperienced teachers.

I required the teachers of the common schools to make a monthly report containing the names of all pupils attending school, and showing the attendance, punctuality, deportment and scholarship of each respectively.

From these reports I made up an honor roll for each district, containing the names of those who were perfect on the points enumerated above, and secured their publication in the "Country-side," a magazine edited by Mr. C. E. Bishop, of Jamestown, and devoted to the interests of the common schools of the county.

I found that this method proved a great incentive to regular attendance and good behavior, for while there has been a large de-

crease in the school population of the district, the total average daily attendance is much larger than the preceding year.

By this means, the condition of every school was known outside of its own limits, which of itself was sufficient to cause every one interested in, or responsible for its progress and efficiency, to do his whole duty.

Our institute was held at Chautauqua, commencing July 6th, and continued one week. There were in attendance 226 teachers who had taught on an average of nearly eight terms each, which fact shows that we have many experienced teachers in our county who believe in institute work. Many of the teachers closed their schools and consented to lose their time, rather than to have any trouble with the trustees, or be absent from the institute. Our instructors were Profs. Kennedy and Lantry, assisted by Profs. Palmer, Love and Harkins, of our county. Local institutes have been held each month during the year. The object of these gatherings is twofold: first, to discuss questions pertaining to school work; second, to pursue a course of study designed especially for self-improvement. These meetings have been well attended, and have received the undivided support of the best teachers in the district.

Thanking the Department for the prompt answers to all my inquiries,

I remain,

Your obedient servant,

C. H. WICKS,

School Commissioner.

PANAMA, December 8, 1880.

CHAUTAUQUA COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In obedience to your demand, I respectfully submit the following:

There are, in the fourteen townships of which my district is composed, 140 school districts and parts of districts; having, within the bounds of my district, 152 school-houses. Three hundred and seventy-one different persons have been employed as teachers, and there have been employed at the same time, for at least twenty-eight weeks, during the year, 232 teachers.

I have licensed 251 different persons; twenty-two of those teaching in my district hold Normal diplomas, twelve hold the State Superintendent's license, one of which was obtained upon examination; twenty-nine were licensed by the superintendent of schools

in district number one, Ellicott, while a few are teaching upon the unexpired license of my predecessor.

I have made 170 visits to schools, during the year, ususally spending one-half day in each school. In some cases, where the circumstances have seemed to demand it, I have spent the whole day, and in a few cases, in the villages, have been able to visit more than two schools in a day.

I have, during the year, held several *teachers' meetings*, for the discussion of subjects pertaining to the teacher's work. The main object has been to give young and inexperienced teachers the benefit of the exprience of the older and more experienced ones, and to devise rational, practical, and, as far as may be, uniform plans of performing the work. These meetings, although in some cases held under difficulties, have been of great profit, not only in securing the object directly aimed at, but also in the enthusiasm they have created on the part of the teachers, and the interest they have awakened among the people.

In three instances, I have called together *the district officers*, in different localities in my district, for the purpose of discussing school work from their stand-point, to the end that all might have a better knowledge of the working of our school system, and that we might secure a more complete and intelligent performance of their duties. Although it has been difficult to secure so good an attendance as we would like, the result of these meetings has been satisfactory. I have also, from time to time, issued circulars to the trustees of the various districts, calling their attention to some little matters concerning the schools, offering some suggestions, and asking their co-operation in some movement for reform.

At our teachers' institute, held July 6th, 1880, we concluded to organize teachers' classes in different parts of the district for the purpose of pursuing a course of supplemental study calculated to prepare the teacher, while at work, for the better performance of her work. A four years' course was accordingly arranged, which, it was believed, if pursued at all, would make the teacher more efficient, and if completed, would enable her to receive a State certificate upon examination. The teachers generally were willing, and many of them eager to undertake the work; and many are now pursuing their studies alone as best they can. It will, however, be remembered that the State association, which met soon after, recommended that the Department prepare work of this kind which should be uniform throughout the State. Owing to this action, and also to some unlooked-for difficulties in prosecuting this work according to the plan we had adopted, the scheme has not been carried out as contemplated. I believe, however, that some plan of this kind would prove the most practical and economical way of securing, at once, good and efficient teachers in our country schools.

I have, during the last year, required from each teacher in my district a *special monthly report*, containing an honor roll, in which were reported the names of all pupils who, during the month, had

not been absent or tardy, and who, at the same time, had been uniformly studious and obedient.

The names in this honor roll have been gratuitously published by C. E. Bishop, of Jamestown, in his monthly magazine. I believe that, in addition to the information which this report has each month given me in regard to the condition of all the schools in my district, it has proven a means of discipline in the schools, and has tended largely to do away with tardiness, while it certainly has caused an increase in our average attendance.

By referring to the statistical report for this year, you will see that the per cent. of average attendance on whole number of children attending school, during the year, has been larger in my district than was reported for any county in the State for the year 1879. You will also see that but three counties excelled us in per cent. of average attendance on the whole number of children of school age; and I believe that, but for the five hundred children that attend private schools in Dunkirk, and the four hundred children that attend the Normal school at Fredonia, we would have taken the prize in this class also.

I have made but few changes in district boundaries, and, while it has seemed to me just that these changes should be made, they have, for the most part, been opposed by the people and officers of the district unfavorably affected, and have at last been made only by the concurrence of the town officers. I would suggest that as alterations in district boundaries have, in most cases, finally to be made by town officers, this work might more properly be done by them in the beginning. Perhaps, however, it might be well to provide that their order, before it become valid, must receive the signature of the commissioner. This would leave the work to be done by those who live so near the locality to be affected that they may know the peculiar wants and situation of all parties, while the commissioner, who views the matter from his greater distance, may interpose his veto whenever it appears that the general good is likely to be sacrificed to local interests. As the law now operates, the case is directly the opposite.

I have held *teachers' examinations* in the several towns of my district twice, during the year, have held two special examinations for absentees from the whole district, and in few cases, where the circumstances have seemed to demand it, I have granted private examinations.

My method of conducting examinations is for the most part to furnish the teachers with printed lists of questions, and require written answers. In addition to their examination in the branches taught in the regular routine of school work, I have endeavored to determine something of the candidate's plan of work, the methods employed, and also to test her knowledge of such general subjects as ought to be understood in order that one may be successful in teaching.

I have thus far given short term licenses. 1st. Because I believe

that it is only by repeated examinations that one is sure of knowing the real qualifications of his teacher in the subjects under consideration. 2d. When an experienced teacher with whom we are unacquainted passes only fairly, it seems better to continue her upon a short term license than to reject her at once. 3d. One can more easily dispose of a teacher who has succeeded in some way in passing the examination and who proves unsuccessful in the school room, by refusing her a license than by annulling her license. 4th. Examinations are educative, and their frequent occurrence proves a strong incentive to study, enables us more rapidly to raise the standard of qualifications, and quietly, but effectually, drives out the drones. 5th. The frequent bringing of the teachers together establishes pleasant relations, unites them in sympathy, and creates enthusiasm and love for their work.

I try, by discouraging private examinations, to secure the attendance of all who expect to teach, at our class examinations. I am able thereby to get before me at the same time all applicants, and am able the better to select from among them the number necessary to supply the schools.

It has been my purpose to supply only a few more teachers than we have schools, and these I select from all the candidates, taking into consideration all qualifications, both natural and acquired, which I think will best fit them for the work.

I try to impress upon the minds of all teachers that none of them will be retained after I find enough that can do better than they do. On the other hand, I especially endeavor to discourage all persons who desire to enter the work only temporarily, or to make teaching a mere make-shift, believing that while they might do well during the short time they teach, the cause would be better served by securing, as far as possible, a corps of teachers who are willing to continue in the service year after year.

Much has been said upon the subject of teachers' examinations on account of the want of uniformity in standard, the abuse of discretionary power on the part of the commissioner, and his embarrassments from different sources, mainly political. Much as I would like to regard with favor a project which would relieve me of the labor and responsibility of these examinations, I am compelled to believe that the plan would prove wholly impracticable.

It seems to me that the commissioner, who is everywhere held responsible for the work of his teachers, should be the only one who should have the power to say who shall be permitted to do that work, and that any move to take the examinations with almost unlimited discretionary power out of his hands, would simply tend to shear him of his only element of strength, disrobe him of the little trace of authority he has, and make his office contemptible.

I believe, however, that the commissioners should frequently be called to account by the Department, to whom they are responsible; that they should be required to submit plans of examinations and lists of questions before placing them before the teachers, and that

Department should give instructions of a general nature, and let the commissioners at stated times to advise, plan and direct in regard to this, together with other details of the work.

In regard to the *manner of employing commissioners*, it cannot be denied but that, so long as the office is elective every three years, the person holding office will experience inconvenience on account of pressure brought to bear by small politicians; and certainly no one would object to removing the office from the difficulties which now surround it, if it could only be so placed as not to counter other and more grievous ones.

Would not this whole problem be solved, if we would make eligibility to the office of commissioner to depend upon such qualifications as would insure efficient and independent officers? Such a move would certainly cut off all that flood of candidates who demand office in payment for political services, and who will take any price for the money it will bring them. It will confine the selection to a class of men whose character and presence will protect them from being annoyed by the penny politician, and whose services are such demand that they would not be dependent upon any political office.

Allow the people to select from such a class of men only; then, let the Department may correct any mistake that people might make, by removing the officer, we shall have as good a plan for dismissing these officers as need be.

There seems to be some objections to the manner in which the *portionment of public money* is made. The average attendance in those districts that have more than twenty-eight weeks of school is often less than it would be if the school were to last only during the school year. It will therefore be seen that the law now operates so as to encourage stinginess, and lay a tax upon liberality. It virtually says, you can have so much more money by running the school so as to satisfy the law than you can if you tax yourselves to give your children further advantages.

There seems to be no good reason for retaining the pupil quota, while in some cases it is undoubtedly an injustice. From comparison of the trustees' reports, I find that the town of Pomfret received from the public fund \$5.11 for each day's attendance during the year; while the town of Cherry Creek received for each day's attendance only \$3.72; and that, from the pupil quota alone, Pomfret drew, for every pupil that attended school at all during the year, \$1.44; while Cherry Creek so received but \$0.80. On the other hand, Pomfret raised by local tax, for school purposes, three-fifths of a mill on the dollar of assessed valuation, while Cherry Creek correspondingly raised one and three-fifth mills.

There is good reason for encouraging weak districts by means of district quota; but I can see no good reason for stimulating idleness in districts by paying money upon pupils that work at home, roam about, or are sent away to school.

Upon the whole, I am inclined to the opinion that if all of the

public money, aside from the district quota, was distributed according to the whole number of days' attendance during a certain number of successive weeks of school — not over thirty in number — which time should be designated as the amount of school required for each year, the change would prove beneficial. By this arrangement it would plainly appear that every pupil could, by his attendance in school, be practically earning something with which to pay the expense of the school. In any case, however, I would provide that, except by special permit from the Department, no district shall receive from the State more than double the amount of money that they raise for teachers' wages by local tax.

If the *condition of the schools* in my district is to be determined by the work that is being done in the school room, the actual results that come from this work, and the interest taken in the school on the part of the patrons and the community in general, then it may be said that our union schools, and a few district schools, are doing good work, and probably rank with the best schools of their class. And, indeed, it may be said of the country schools in general that, in comparison with their condition up to this time and when compared with such schools elsewhere, we have great reason to be gratified; but considered in the light of what they ought to be, and as I believe with proper regulation may be made to be, it must be confessed their present condition is not satisfactory.

Much more is demanded of our public schools than formerly; the struggle for existence is lessening every year; machinery is taking the place of untrained muscle, and at the same time making a demand for skilled labor; mercantile and commercial interests are advancing, and the time has come when the common laborer must be an artisan, and the business man a philosopher. It has been demonstrated that mind training is essential or at least most beneficial in every department of labor, and that the waste for want of this training, both to the individual and the State, exceeds a thousand-fold the cost of securing it. We can, therefore, no longer afford to allow the child to leave the school without the utmost development of his powers that can be accomplished during these school years.

Our cities and larger towns are quite generally disposed to do their duty in this direction, and for us to provide for our pupils in the country schools less advantages than we provide for those in the villages, when they can be as well provided for without greater financial burden to the State or the district, is nothing less than criminal discrimination.

In these remarks I do not refer at all to higher education, but to the unequal opportunities afforded in our primary schools. The youth of our villages do not receive their greatest advantage over those of the country in the opportunities afforded to pursue the higher or academic branches, but in the superiority of the work done in the primary schools.

Comparatively few of those in our city and village schools ever

pass beyond the grade or what is required in the country schools. Of the thirty-eight teachers employed in the schools of Jamestown, thirty-three are confined in their labors to those branches which it is necessary to have taught in the district schools. These country schools can be made to furnish just as good advantages in these elementary English branches as these thirty-three village schools do, and justice to the people and the State demands that they shall do it.

When we consider what provisions are made in the villages to secure the results they do, there is reason for wonder that, with the provisions that are made for the country schools, we should secure any benefits whatever. These thirty-three teachers referred to above are nearly every one of them graduates. Most of them have had years of experience; they are furnished with a library containing all standard works, together with all works designed especially to help the teachers; they are provided with the freshest educational news; they meet frequently in teachers' meetings for discussion and conference in regard to their work, which work is from the beginning laid out and superintended by one of the experienced educators, who is everywhere acknowledged to be one of the most acute thinkers and progressive workers of the times.

The country schools of the same grade are furnished with such material as we can get; a mixed and ever changing company; scarcely a graduate among them; many of them young and inexperienced, having no retrospect of childhood, no appreciation of the child's nature or needs, no special training, no well developed plans. Such teachers, scattered over a territory forty miles by twenty in extent, practically without supervision, with no teachers' meetings, no opportunity for guidance or instruction except what is gained from the hurried visits of the school commissioner; such teachers, under such circumstances, are expected to develop the faculties of our children and fit them for usefulness.

The financial showing is no more encouraging. By comparison of the trustees' reports for the year ending September 30th, 1880, I find that fifty-eight per cent. of all the money paid for teachers' wages in my district was paid to the eighty-eight teachers who taught in the four schools of the district that employ at the same time five teachers and upwards; and that only forty-two per cent. was paid to the one hundred and forty-four teachers who taught in all the other schools, including two union schools and five village schools, employing at the same time from two to four teachers each.

These eighty-eight teachers, seventy-seven of whom were confined in their work to teaching the common branches, were paid an average of \$385.78 each; while the one hundred and forty-four teachers, two of whom were confined in their work to teaching academic studies, received an average of \$173.75 each; and a large portion of the latter class received at the rate of less than \$150 per annum, some of them taking nearly half of this in board around the district.

I also find that the rural districts raised, by local tax, for school

purposes—including the estimated amount for teachers' board upon the district—the sum of \$3.05 per pupil, while the village districts raised \$8.07 per pupil; that is, the children in the country are, in value, to those in the villages, as \$3 to \$8.

This tax in the villages was not on account of imposing brick structures, janitors, apparatus and "style;" for the village districts raised by local tax, for teachers' wages alone, the sum of \$5.70 per pupil; while the rural districts raised by local tax, for teachers' wages, the sum of \$1.76 per pupil; that is, the kind of instruction required by the children in the country is to that required by the children in the village, as one to three and one-third.

We hear on all sides that the rural districts have as good schools as they can pay for, and that they are already overburdened in support of their schools.

I do not know how this may be elsewhere, but in my district this certainly is not the case. I find that the rural districts raised, by local tax, for all school purposes, during the last year, 1.55 mills on the dollar valuation, while the village districts raised 5.14 mills on the dollar valuation; and that, for teachers' wages alone, the rural districts raised by local tax, including the estimated value of teachers' board upon the district, .89 of a mill on the dollar valuation, while the village districts raised 3.62 mills on the dollar valuation. That is to say, the amount paid for instruction by the people in the country—according to their wealth—is to the amount correspondingly paid by the people of the villages, as one to four and one-sixteenth.

Fairness, however, compels us to admit that it is more difficult for the people in the country to pay their taxes than it is for the people in the villages to pay theirs; but, allowing that the assessed valuation of property in the rural districts, as compared with its actual value, is double that of property in the villages, and then the rural districts will need to raise twice as much by local tax for teachers' wages as they now do in order to equal the village districts.

Many people seeing this state of affairs, at once conclude that the condition of the country school is due to penuriousness on the part of the people. But I am in doubt whether this is so, or whether the penuriousness of the people in school matters may not be due to the condition of the schools.

There certainly is some excuse for this penuriousness. The work has been so centralized that the people do not feel their responsibility in the matter. The State has undertaken to furnish better facilities for school than the people can provide for themselves; but the people have been so repeatedly disappointed that they have lost their faith in its ability to do it; and, when we ask them for more money, they want us to show them results for what money has been already expended.

The State makes liberal provision for schools, and the people, in most cases, would be willing to add largely to this, if the work

ould be so arranged as to secure them, in good results, an actual equivalent for the money expended. It cannot be denied that the extra dollar in teachers' wages has not always been well expended, and that, too often, the poorer teacher has received the better pay. This state of affairs is due to the imperfections of our school system, and to that incomplete arrangement of the details of the work, which must follow as the necessity of insufficient supervision.

Our cities and large towns employ superintendents, at from \$1,500 to \$2,500 per annum, to manage from thirty to fifty schools, all situated within a circle swept by a radius of one or two miles, and applied with graduates and experienced teachers. These men say that they cannot satisfy themselves with their work without attending upon these schools two or three times each month. The average school commissioner elected by the people every three years, such a man as can be had for \$1,000 per annum, with such material as he can get for teachers, has to manage from 150 to 200 schools, so scattered, that, in connection with his other duties, he can, with the utmost endeavor, see each teacher at work only about once each year. How, in the name of common sense, can such a man, with such material, under such circumstances, secure such results as are sought to be secured in the village schools. It is simply impossible. It cannot be done; and it is foolishness to ask the people of the rural districts to pay an equal amount of money for services which are, and must be of necessity, vastly inferior.

Increase of wages without increased supervision will not secure the end. The extra pay will invite the hireling as well as the true laborer; besides, we cannot legislate that no district shall employ below a certain price, nor is it practicable to legislate that graduates of the Normal schools and high schools shall alone be eligible to the office of teacher. On the other hand, the commissioner must supply the schools out of such material as offers itself for the work, and the only practical way to better our condition is to give us *efficient of efficient supervision*.

We should make *school superintendents* for the rural districts in place of the present *school commissioner*. We should make these a sufficient number so that no superintendent shall have under his charge more than 50 districts. We should clothe these men with some authority, and hold them responsible for the exercise of it. We must not, however, do without district officers. The schools already feel the effects of centralization. It will not answer to do very thing for the people. Without responsibility they soon lose their interest, and it is far better to keep the people identified with the schools by giving them something to do, if we can only get them to do this as it ought to be done.

I believe that with sufficient supervision district officers can be made not only efficient but enthusiastic workers. If we bring the superintendent near enough to the people and give him only so much territory as he can practically superintend, he will know intimately every one of his teachers and understand the special bent of

each. He will become thoroughly acquainted with all of the districts under his charge, and know their peculiar necessities, and through his advice and guidance the workmen will be adjusted to the work. He can do much to correct the constant and senseless changing of teachers, and to some extent at least he can grade the country schools, lay out their plan of work and see that it is done.

I believe that it would be well to enact that the contract between the teacher and trustee must be in writing, and receive the written approval of this superintendent in order to be valid. By this arrangement we would have the power centralized for any case of emergency, as where the trustees through ignorance or willfulness err in the selection of a teacher, while apparently and in fact for all ordinary cases the management would be left with the people.

Through this officer the *institute and Normal schools* could be made more available. The friends of the institute are compelled to admit that up to this time the institute has done little more than to break up the iron-clad routine of the teachers' work and to convert the machine teacher into the empirical teacher. Very few of those persons who are engaged in teaching in the country schools are able to take the few good hints they get at the institute, and from them, all alone, work out methods of their own that shall be rational and complete in their details.

The institutes do good work in most cases, and this work reaches the country school teachers generally, but, unsupplemented, there is not enough of this work to secure the desired results.

The Normal schools are doing good work, and do enough, but it must be confessed that, practically, their work does not to any extent directly and immediately reach the district schools.

It is clear to any one that while we can provide Normal schools for the people, we cannot provide that they shall avail themselves of them. It is foolishness to demand of the school commissioner that he shall make place at once for Normal teachers by raising the standard of teachers' qualifications to such a point that the schools will be left without teachers until they are supplied with these or with material equal to them. The people will rebel when their school-houses are left vacant. We shall antagonize the people instead of securing their co-operation, and the object for which we are all laboring will be defeated in the very means employed to secure it; for it has been repeatedly demonstrated that, under a republican form of government, no law or regulation is stronger than the public sentiment that is behind it. If, then, we cannot compel the teachers in the rural districts to go to the Normal schools, we must take the Normal schools to them.

This superintendent can arrange his fifty or sixty teachers into classes for instruction in the art of teaching, and institute a course of supplemental study by means of which he will control the teacher's reading and turn her spare time to some account. Then let the institutes be changed to training schools of three or four weeks' duration, where the teachers may receive drill and further instruction.

tion in those subjects which have been engaging their attention in the work of the course.

By this plan the teachers in the work would soon be educated for the work. Enough teachers will engage in this plan for self improvement so that those who have not the ability, or who are too lazy to work, will fall out of themselves. The schools will be receiving the immediate results of the teachers' training, and become correspondingly prepared for better teachers. The people will also be educated by actual experience in regard to the advantages of rational teaching, and soon the standard of teachers' qualifications can be so raised, and the condition of the schools so improved, that the best Normal graduates can be made available.

This supplemental work for teachers might be laid out by the Department and made uniform throughout the State. The State might be divided into districts of such size as may be deemed best, and the superintendents of the several smaller districts might be required to meet the State Superintendent with his faculty of Normal educators, at some point within the district, so often and for so long a time as he may think proper. At these meetings the work for teachers might be outlined by the faculty, and the superintendents instructed and directed as to the manner in which the work should be prosecuted. The question of examinations, before referred to, could here be regulated, and each superintendent could be questioned as to the condition of his district and its needs, and concerning the manner and extent of his labors. By means of these meetings the superintendents would receive the direct supervision of the State Superintendent; he would know of their ability and fitness, and each one, in carrying out the wise plans which must come of necessity from these deliberations, would have the sanction of the Department, and the accumulated force which comes from the uniform and combined efforts of all the other superintendents.

"Hear the conclusion of the whole matter." The times demand that the country schools shall be made more efficient. In order that this may be done it is necessary to provide that the duties now devolving upon district officers be more intelligently performed, and this can be attained without encountering the evils which come from centralization only by increased supervision. Again, it is necessary to provide for the country schools a corps of efficient professional teachers, which experience proves can be done best through increased supervision. And finally, when these conditions have been secured, we shall then be able to equal the village schools in their results only when we equal them in the amount and quality of their supervision.

By providing double the number of commissioners we now have, few need have more than fifty school districts under their charge; the additional expense would be less than one thirty-seventh of

what is now expended for schools in the towns, while the efficiency and usefulness of these schools would soon be more than doubled

Thanking the Department for counsel and forbearance,

I am, very respectfully,

J. E. ALMY,

School Commissioner.

SINCLAIRVILLE, *December 15, 1880.*

CHEMUNG COUNTY — ELMIRA.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In response to your recent circular, I offer the following though fearful it may be too late and, also, that it offers little of profitable suggestion.

SCHOOL PROPERTY.

Thanks to the generous ideas of their founders, Elmira schools enjoy comfortable, healthful and roomy grounds and buildings. These are chiefly arranged in a circle outside the crowded business center of the city. Each school lot contains from two and a half to four acres of ground. Solid brick buildings two or three stories high, and arranged on a pretty uniform plan internally, occupy these sites, and while they are themselves isolated from adjacent buildings, the grounds afford ample space for shrubbery and for the exercise so necessary to pupils. The lower floors afford room for six or seven teachers of young children; the upper stories contain each a large study hall with five communicating recitation rooms. Most of these rooms are seated, lighted and heated with careful regard to sanitary rules. In addition to these five called "district schools" are two primaries — one now nearly complete — and an academy, all solid brick structures, centrally located and on spacious grounds. Most of these schools are furnished with single seats and desks of modern construction, and the double desks now in use will be speedily replaced with or reduced to single ones.

TEACHERS.

The internal affairs of the system have been vitalized by the same liberality and painstaking. Brick and mortar and other material appliances and aids are good as accessories, but worthless as educators in the hands of poor teachers. The chief aim, therefore, has been to secure good teachers. The board has usually been superior to popular clamor for cheap teachers, and has risen above political favoritism or any other favoritism in the employment of teachers. First examinations of new applicants and of its own young teachers

have ranked high, though not the highest. The aim now seems to be to make less of examinations and more of those evidences of fitness for service that are found alone in successful experience and professional skill. Wages, though not always sufficient to retain the best teachers, have still been a little above the average, and have served not only to fill the ranks, but to preserve us from the ravages of constant or frequent changes. The system of grading teachers for pay has worked well. By this system, successful experience wins about three times mere book knowledge. The increment to one's salary proceeds along these two lines, the former being ascertained by observation of work, the latter by examination. It will be seen at once that the teacher in the lowest primary grade may receive more pay than one in the highest grammar grade. Unfortunately the reverse of this may also be true.

METHODS.

The course of study prescribed for twelve years contains ends to be aimed at, not the methods to pursue. The intelligent teacher may pursue *his* way to these ends. Certain subject-matter—the usual matter—and also music, drawing, oral lessons in natural history, familiar science, morals and manners, etc., are prescribed, and the time for the indicated steps in the progress of teaching. It is believed that such prescription of a minimum of work is an aid to most teachers and pupils, as it is confessedly a hindrance and irritation to some. Public schools are, however, administered for majorities. The great end to accomplish is to educate by a system made as free and flexible as possible, and yet preserve the system from chaos and libertinism. To accomplish this, superintendence is found necessary. Superintendence promotes freedom. Rightly understood, it is not foreign or hostile interference with teaching, but the friendliest general co-operation and help for teaching. The superintendent, if fit for his position, is a teacher by taste and experience and an apt helper to every teacher. Properly backed and met, he multiplies many times the efficiency and economy of the system. To make these abstract truisms concrete is our aim; but “a chain is not stronger than its weakest link,” and our system is not stronger than its weakest teachers. Fallible judgment and weak, yet hopeful patience, at times derange the system and do harm by empowering and enduring teachers who cannot teach.

Examinations of pupils are held periodically for promotion. Promotions may take place, under prescribed conditions and with the judgment of teachers approving, at any time. By this means, pupils of ability above the average may go through the course of twelve years in ten or possibly eight years.

ATTENDANCE.

The total number registered last year was 4,253, of whom eighty-six were non-residents. The average attendance was 3,032. The

average per cent. of attendance was a little over ninety-five per cent. One school reached nearly ninety-eight per cent., one (a primary) fell nearly to ninety-three per cent. The only means of securing attendance have been continual communication with the homes, requiring excuses, suspension for absence and tardiness not excused, and, especially, efforts to make school a pleasure and an inspiration. The discipline, while not relaxed in its tone, has tended less and less to military forms, and more and more to that courteous intercourse that obtains in the decent social circles of life.

EVENING SCHOOLS.

These schools in our city have never been a success, either in number or character of the attendants. Pupils in these schools are for the most part hopeless. They bring to them little talent or momentum and only weary bodies and torpid brains. Their interest in school is transient and soon lost. The schools are free, and so, too, are the pupils too often free to come and go and behave as they choose. Once subjected to discipline or attracted by skating or coasting, moonlight nights, or by shows, they vacate the school. Teachers find little to encourage them. Only enthusiasts can succeed in these schools, and if they happen to be day school teachers their enthusiasm is severely taxed to maintain itself through all the hours. It is usually impracticable to find other teachers for this work. The problem is a vexed one, not wholly hopeless. The plan tried elsewhere seems a good one. Pupils are required to deposit one dollar as a token of good faith and earnestness upon entering, which is restored to them at the end of a month of honest attendance. This exacts a fee in trust, and serves to weed out the hangers-on and disturbers of the peace. The very freedom of our schools is not without its evil influence. Pearls are thus daily cast before swine.

COMPULSION.

The compulsory school law is with us a dead letter. Public sentiment is not educated to the idea and necessity of depriving parents of even their vagrant and mildly criminal children for purposes of education, even though the good of the children and the safety of society demand that something be done.

Schools for incorrigibles and truants conveniently located and supported by general taxation are a need of the hour. Their direct influence on this city would be to relieve it of a dozen or twenty who are beyond parental control, and being unfit for school, are getting a schooling in vice in the streets and saloons of the city. Their indirect influence would be to hold in healthful restraint a much larger number who are indeed in school, but save for the checks of home and school, only a little less bold and bad than the truants. Local influence will not co-operate to enforce the compulsory law; let us have a trial of schools for incorrigibles. Let them be State institutions. Let the school authorities, in connec-

tion with the courts and police, have charge of promotions to these schools, and there will be hope for many a home and community where now the mildest means of getting a bad boy into a bad but safe house of refuge is stealing.

These topics come to the surface in rapid thinking what to write. If they are worth any thing by way of suggestion, I shall be surprised and grateful.

Yours respectfully,
M. M. MERRELL,
Superintendent.

ELMIRA, *January* 18, 1881.

CHENANGO COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — I respectfully submit the following report of the condition and wants of the schools in this commissioner district.

The district comprises eleven towns viz.: Columbus, Lincklaen, North Norwich, New Berlin, Norwich, Otselic, Pharsalia, Pitcher, Plymouth, Sherburne and Smyrna.

It contains 141 school districts having school-houses in this commissioner district, and nine joint districts with school-houses in adjoining counties. There are five union free schools situated in this district. The one at New Berlin has just been organized, and the first term will begin November 15th. The friends of education there are enthusiastic, and the prospects for a good school are *very* encouraging. The other union schools situated at Norwich, Smyrna, Sherburne and South New Berlin are in a flourishing condition. I have visited these schools often, and can say from personal observation that the instruction given is of a high order.

During the year, 161 teachers have been employed at the same time for twenty-eight weeks or more. Of these, four were licensed by the State Superintendent, one by a State Normal school, and the rest by the school commissioner.

The condition of the schools in every respect is not what we could wish. Still the cause of education is marching *on* and *up* in this section of the State.

We have held two institutes, during the year, one at Oxford, in the second commissioner district, and the other at Norwich, in this district; Professors John Kennedy and James Johonnot conducting the exercises at both institutes. A good spirit and a lively interest prevailed during both sessions, and much good was accomplished.

At Oxford, Thursday was observed as "trustees' day." A goodly number of the trustees were present, who took part in the discussions. I think that most of the friends of education believe the

institute to be a powerful auxiliary to advance the cause of education, and it should be made imperative upon all our teachers to attend.

The interest in our county association was never better. During the past year, I have organized, with the hearty co-operation of the teachers, a teachers' association in the north-western part of my district. Two meetings have been held, and were largely attended. Many of the teachers of this county are earnest workers, and take advantage of every opportunity for improvement. So our institutes and associations are well attended and are places of interest to all who believe in educational progress.

During the past year, I have labored diligently to promote the welfare of the schools by endeavoring to raise the standard of qualification of teachers and encourage them to do more thorough work. My whole time has been occupied with school matters, visiting districts, advising and counseling trustees, holding examinations and making the necessary reports.

I have held twenty-three public examinations. There were 264 persons examined, 145 of them receiving certificates.

I have used the written and oral methods in the examination, believing that I can ascertain the ability of one to teach better than to confine the examination wholly to the written method.

I have made 231 visits to the schools in my district. Besides this I have been to seven districts to advise with trustees and patrons in reference to building or repairing school-houses. There have been four new school houses built and five repaired. Others will be built next year.

In reviewing the schools of this commissioner district for the past year, I feel warranted in saying that the schools and the instruction given are in an encouraging condition, and that they are improving. The demand for better teachers is steadily growing, and the desire for improved methods in imparting instruction is to be seen in almost every district.

I do not feel like suggesting changes in the law or plan of our school system, for I believe our school system is one of the best. It has, however, seemed to me that there should be a uniform system of teachers' examinations for the whole State. The mixture of text-books in our schools is a very annoying affair. The attempt to secure uniformity and prevent frequent changes, so far as I know, is a failure. In my opinion, something should be done by the Legislature to regulate this.

The public money now apportioned according to the average daily attendance should, I think, be apportioned according to the whole number of days' attendance. This would give a district maintaining a school forty weeks more public money than for only twenty-eight weeks.

If the township system will insure correct trustees' reports, prevent trustees employing teachers living in the district (for this is

generally the cause of more difficulty than any thing else), make the teacher's position more permanent and give us better school-houses, I hope it will be adopted.

Thanking the Department for many favors,

I am, very respectfully, your obedient servant,

L. C. HAYES,

School Commissioner.

NORWICH, *November* 10, 1880.

CHENANGO COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In accordance with your direction of July 20th, I submit special facts in regard to public schools within my jurisdiction.

My commissioner district contains 136 districts, employing 154 teachers. Four of these are union schools with academic departments. There is one academy situated at Oxford.

Of the 132 common school districts, 11 employed the same teacher, during the school year, and 121 employed one teacher for the winter term, and another for the summer. To genuine educators, comment upon this subject is unnecessary; but in justice to the children, in districts where a change of teachers, during the school year, is tolerated, I feel it my duty to protest against this grievous error. No matter how careful and conscientious we are in licensing teachers, the fact is patent that unqualified ones get into the profession. More of these fail in executive ability and methods of presenting the subject-matter, than in literary qualifications; and the oftener a district changes teachers, the greater the chance of being afflicted with an unsuccessful one. Again, it takes a teacher a large part of one term to come into such close relationship with the moral and mental nature of his pupils that he can do the best educational work, and this relationship is broken almost as soon as formed.

Yet I am far from being discouraged in this matter, for one-twelfth of the common schools in my district have availed themselves of the benefit of continued sound instruction which a good teacher retained for the year, will furnish, and many others to whom I have personally appealed, are selecting teachers for the coming winter with more than ordinary care, designing if a good one is obtained to re-engage him for the summer term.

I am gratified with the improvement in methods of teaching, shown in the schools of my district, but especially with the spirit and willingness that teachers manifest to "prove all things, hold fast that which is good."

The difference between failure and success is in many cases but a single step, and I find very few teachers unwilling to take this

necessary step. More educational journals are taken and read, more interest shown in the work of institutes and associations, and an earnest spirit of inquiry which is certain to lead them into more light.

I have made, during the year, 215 official visits to schools in my district, and with few exceptions find much to commend.

The school and register give evidence of increased interest, and more frequent visits by parents, and this in its turn leads to improvement in school property.

I am certainly getting a better class of teachers, and their work creates a demand for still more and better. I have adopted the policy of educating the people to the necessity of better teaching, by keeping in advance but not out of sight, and not by a standard so high, that they fail to see the intermediate steps, and hence consider the object unattainable. This method will succeed, I think, and I cannot in any other way.

All transitions in nature are gradual, and this law will apply to public sentiment in regard to our schools. I find that a good teacher paves the way for a better house and furniture, better out-houses and grounds, until finally the school is the hub around which every other interest in the district revolves.

I have granted, during the year, 17 first, 136 second and 82 third grade certificates. Of these, 34 per cent. had never taught, and since, I issue licenses only to those who are to teach. I think this about the change from experienced to inexperienced teachers each year. According to this estimate, teachers remain in the profession only an average of three years. In examinations for license I obtain the most satisfactory results from one partly oral and partly written. When I meet classes at advertised times and places, I devote about three hours to oral, and as much more to written work. Private examinations I make almost entirely oral.

I do not know that my experience is shared by other commissioners, but I cannot fix a certain percentage of correct answers, as a standard by which to judge of their "learning and ability to instruct a common school," and measure them all by this. Perhaps this is the only safe way to deal with those of whom we are entirely ignorant, but my experience proves that many who "talk" well are conspicuous failures in the presence of their schools, and *vice versa*. As an improvement on the present system of examining and licensing teachers, I would suggest that questions to test the educational qualification of applicants be issued by the Department, and the commissioners supplement this either by personal observation of the manner in which the applicant organizes, instructs and educates, or by an examination that shall develop these facts, and the sum of these to be his standing. This will secure greater uniformity throughout the State, which is very desirable.

From some quarters I hear complaints that too much power resides with the Department in deciding disputed school questions

throughout the State. Many of these disputes are of a trifling nature, and show conclusively that people disagree because they can, and not because they must, and I consider it very fortunate that there is a way to settle these disputes in a speedy and inexpensive manner, with as much justice as can be obtained in courts. I cannot see that for this purpose too much power is given the Superintendent.

During the school year, we have had two institutes, and they have done much good. At the one held in May the conductors made a specialty of primary reading, and the interest manifested in this topic alone, with the *results* in our district schools, are worth to this county many times the expense of the institutes. In my judgment, two institutes in each year are worth more than *twice* as much as one. These, supplemented by February and November meetings of our county teachers' association, make four educational gatherings per year, and we who are working for the accomplishment of a common object need to assemble as often as this to see if we stand on common ground.

Public opinion in regard to the object and value of institutes is changing, and from viewing them as simply a device of some sort to give teachers pay for time not spent in the school room, they are considering them of real value to teachers, and through them to the children. I think the prejudice against them arose from ignorance of their character and aim. The existing plan of having them conducted by trained, skillful specialists is in my opinion very much superior to the former system.

Trustees' day, which was a feature of our last institute, did much to correct and educate public opinion in this regard, and I look to healthy, intelligent public opinion with great hopes for the future.

Those most interested in our Normal schools feel that their work should be limited to instruction in the theory and practice of teaching; should teach not *what* but *how*. I share this opinion, believing that our numerous and prosperous union schools and academies furnish thorough instruction in a broad curriculum, and students who go from them to Normal schools do so expecting to *teach* after graduation.

The State is liberal in support of Normal schools and teachers' classes in academies, and it has a right to *require* that the profession of teaching shall be closed against all those who have not availed themselves of the instruction thus furnished. I should like to see legislative action upon this matter, for by this means every district school would be a sub-Normal school, and teaching no longer a make-shift for those who like Micawber are "waiting for something to turn up." I feel that this will do much to raise teaching in our rural districts to the rank of a profession.

Deeply grateful to the Department for the courtesy extended to me during the past year, I remain,

Very respectfully yours,

J. E. BARTOO,

School Commissioner.

COVENTRY, *November 8, 1880.*

CLINTON COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In addition to the statistics heretofore forwarded to the Department, in compliance with your direction, I have the honor to submit the following report :

There are, as appears by the trustees' reports, 9,011 children of school age in this commissioner district ; of this number, 6,520 attended school some portion of last year ; in their instruction, 147 teachers were employed. The whole expense incurred for school purposes amounted to \$40,959.46.

By examination of the statistics given below, some idea can be formed of the progress made during the last fifteen years.

	No. of children of school age.	Average daily attendance.	No. of teachers employed 26 weeks or more.	Amount expended for teachers' wages.
1865	9,269	2,286	100	\$13,498 92
1870	9,519	2,546	110	23,675 02
1875	9,346	3,165	127	29,005 40
1880	9,011	3,255	147	29,370 75

It is gratifying to observe that while the number of children of school age is 258 less than in 1865, the average daily attendance has increased 969. In my opinion this increase in the daily attendance is largely due to the unusual interest awakened by the employment of better qualified teachers.

I have made 266 official visitations, during the last school year, in nearly all cases examining classes in the subjects studied during the term.

In this way I have been enabled to determine the character of the instruction imparted ; to give inexperienced teachers a practical lesson in the improved methods of instruction, and at the same time to discover, and show to teacher and pupils any lack of thoroughness in their work.

In these visitations a radical change in the methods of teaching

reading has been brought about. Instead of the old a, b, c method, children are now taught words and sentences at sight, and in the advanced classes, instead of allowing each pupil to read a paragraph in turn, criticising only pronunciation, the idea conveyed in the sentence is first sought, then an attempt is made to give expression to the thought. Children taught in this way are usually interested in the subjects of their reading lessons. This interest stimulates inquiry, and in the effort to satisfy their curiosity, a taste for reading is usually acquired.

Too often teachers seem to think that the chief object of our schools is to impart to the children as many facts as possible. But little investigation or thought on the part of the pupils is required by such teachers, and as a consequence no taste for further reading and study is acquired. Children so instructed derive but little, if any, advantage from their schooling. We will admit that mere ability to read does not make one a more intelligent or better citizen—it is only by the exercise of this power that any benefit will be derived.

It is an unfortunate result of the character of the work done in our common schools, that but few, comparatively, of those who are dependent upon them, ever educate themselves any further. In examining schools I have investigated the reading done by the larger pupils, and to my surprise found that in not one school in twenty were there any pupils who had ever read a book except their school books, yet among these, were pupils who believed themselves so proficient in the art of reading that they did not join any of the classes studying that branch. The greatest obstacle to overcome is the lack of reading matter suited to the capacity of children. I have arranged in many instances for one of the pupils to make a list of the books in the district library, for the use of the school, urging pupils to consult their teacher in selecting from this list, and find that pupils who read much make greater progress in all their school studies, because of their better knowledge of the use of words.

The marked improvement in teaching reading has had a beneficial influence upon the work done in all the other branches. Children who are taught that the first step in reading a sentence is to discern the thought it contains, understand more readily the rules, definitions and explanations in all the other subjects.

A few years since but few schools could be found where the work had been thoroughly done. The pupils' knowledge of lessons but recently studied was vague and indefinite. In arithmetic even, the advanced classes could not write numbers of three periods readily; not one pupil in a hundred could find the least common multiple of a series of numbers, or divide a fraction by an integer, and if a column of figures were given to be added, there would often be as many answers as there were pupils in the class. I could not find a school in which the diacritical marks used in spelling book and dictionary were understood. Many teachers could not give the ele-

mentary sounds. Classes could rarely be found who understood the scope or meaning of selections but recently read. The study of language was limited to learning definitions, rules and parsing. No written work of any kind was required. There were no examinations, written or otherwise. Such was the condition of a large number of the schools under my supervision. I regret to be obliged to say that a few districts have resisted every effort to bring about a change, and in some cases have met with success. The time of the children in many schools was worse than wasted — wrong conceptions of education were inculcated, and the parrot-like recitations tended to dwarf rather than develop the intellect. Many who attend such schools from the time they are old enough to go until they are men and women grown, are unable to read a newspaper intelligently, or write a simple business letter. A considerable portion of the \$40,000 annually expended upon this branch of the public service, in this commissioner district, was so expended as to benefit neither the State nor the children. Nothing could be done in the way of reform until the schools were supplied with better qualified teachers. To secure such teachers a system of written examinations was devised. The requirements for the different grades of licenses were made to conform as far as possible to the regulations of the Department as given in the Code, except that in addition to the knowledge of subjects there required, applicants were examined in and required to know something of the best methods of teaching as practiced in our normal schools and by our best teachers. At first, many who had taught failed to obtain certificates, and many holding first grade licenses received those of the third grade. This policy pursued made every teacher a student. The average daily attendance at the institute increased from sixty-five to two hundred and thirty. Teachers' classes were organized and conducted by the older teachers in nearly every village in the district. Many of the teachers attended these classes and the classes organized under the supervision of the Regents at Plattsburgh and Keeseville. The meetings of our county association have been largely attended. Had it not been for the co operation of the earnest teachers who are always in attendance, the work of elevating the standard of qualifications required for teachers' licenses could not have been carried on without engendering so much opposition that the commissioner would have been much embarrassed in the performance of his duties. It is now possible to supply the schools of this district with teachers who are fully qualified, but those of the lowest grade are more likely to find employment because they can afford to teach for less wages, trustees being generally more anxious to limit expenses to the amount apportioned by the State than they are to have a good school. In many, if not in a majority of cases, trustees are elected in the interest of some scheme to use the public money to promote private interests. Sometimes relatives are to be favored with liberal wages, in other instances the trustee divides the school fund with the teacher, he taking a considerable portion

for board. Again, the trustee having large boys who can only attend in the winter, employs a first-class teacher for that term, but his neighbors who send during the other term must be content with the "cheapest" teacher that can be found.

Even with thoroughly qualified teachers, our schools can attain no great degree of excellence while teachers are allowed to remain only one term in the same school. Our schools are work-houses, the children are the artisans, the teacher is overseer and director. His success depends upon his ability to get pupils to do the work. Think of the factory employing fifty hands whose overseer is changed every three months. Every business man knows that a few such changes would bring ruin. Excepting the union schools at Plattsburgh and Keeseville, there were 101 schools sustained in this district last year; in 79 of these, the same teachers were not employed two terms in succession. In 1879, there were 85 school districts having but one trustee; only 17 of these trustees were re-elected in 1880. Even if every school was supplied with a competent teacher, under the existing arrangement, the instruction given would be necessarily fragmentary and the result unsatisfactory.

I can see no remedy for these evils under the present district organization. The result of placing a large number of schools under the control of a board, as in the case of the union schools of our cities and villages, and the experience in other States where the township system has been adopted, shows the advantage to be derived by such an arrangement over leaving each school to be managed by a single individual. The reports of the commissioners from other counties show that the rural schools throughout the State are not doing the work expected of them. In the early history of our schools the present district organization was probably the most effective one possible, but the requirements of the present are materially different, and our system should be modified to meet the demands of to-day. The employment of teachers and construction and care of school-houses should be put upon a business basis. In nearly all matters touching the expenditure of public funds a board or committee is charged with the trust. Let us have a similar committee charged with the management of the schools of each town, and a more business like arrangement will result. This matter has been urged repeatedly upon the attention of the Legislature, by the Department, as well as by committees of the State Teachers' Association and State Association of Commissioners and City Superintendents, but thus far it has received but little of its time or attention. The last annual report issued by the Department shows an expenditure of upwards of \$10,000,000 for school purposes. Aside from the importance of providing the best means possible for the education of the youth of the State, the expenditure of this immense sum should secure the earnest attention of the Legislature.

LICENSING TEACHERS.

During the last school year, I issued 201 teachers' licenses, classified as follows: 12 first, 87 second and 102 third grade licenses.

The third grade licenses being only for six months, the same persons in some instances were licensed twice. I held examinations in the different towns twice during the year. To accommodate those who failed to attend and who afterward applied for licenses, another examination was held a few weeks later. I do not examine teachers except at these public examinations. Could the township system be adopted, I believe the town board or committee should be required to select a teacher holding a first grade license for its clerk, who should be associated with the commissioner in passing upon teachers' qualifications. In case of their failure to agree as to whether a teacher should have a certificate or not the papers to be submitted to the Superintendent for decision. There are many who never make any special preparation for teaching and who do not intend to make it their business, but after the usual examinations have been held, a position is found where they can teach with profit to themselves. With this class the grade of license is of no consequence — the only object is to "keep school" and draw their pay. In all other professions applicants for admission must appear at some particular time and place for examination, but the system of licensing now in force in this State assumes that there is nothing in the business of teaching requiring any special preparation. Pupils of ordinary ability who have taken the course provided in the grammar schools of our villages are entitled to third grade licenses, making them *legally* qualified teachers. In my opinion, much more than this should be required, and such regulations made as would exclude all who have not specially prepared themselves for the profession.

GRADED SCHOOLS.

I have endeavored to secure the establishment of graded schools in the different villages of the district. Such schools are now in successful operation at Clintonville, Ausable Forks, Black Brook, Dannemora, Clayburgh, Morrisonville and Schuyler Falls.

In the two latter villages, there are too many children to be taught successfully by one teacher, but hardly enough to justify the employment of two in such place. I have endeavored to strengthen these districts by annulling No. 6, dividing its territory between No. 7 and Morrisonville district. My action in the matter has resulted in an appeal which is now pending. It is my intention, should my action be sustained, to transfer a part of the territory in No. 7 to Schuyler Falls district.

I hope soon to see graded schools established at Redford, Moffittsville, Saranac and Peru.

TEACHERS' INSTITUTES AND NORMAL SCHOOLS.

The institute for this county, held at Plattsburgh, under the direction of Profs. De Graff and Northam, was largely attended. The instruction was practical, and the interest continued to the

close. The institute, in my opinion, has been the most potent factor in shaping the methods of instruction now practiced in the county. The normal schools have had but little direct influence. No normal graduate was employed, during the year, in this commissioner district, except in the union school at Plattsburgh. In my judgment, these schools are not accomplishing the work designed by the Legislature when they were established. I am unable to see wherein the work done by them differs materially from that which is carried on by the graded schools of our cities and villages, except that, during the last year of their course, attention is given to methods and practice. This work done the last year is all that legitimately belongs to them. It would be quite as appropriate for schools of law and medicine to give instruction in the English branches. The mass of those who attend them could and would be as well instructed in these branches in the immediate vicinity of their homes, and without expense to the State. When a thorough knowledge of subjects is acquired, then it is the province of the normal school to give instruction in the art of teaching them. Only persons possessing a thorough knowledge of the common and higher English branches should be admitted; a course of professional training covering one year, and embracing school economy, methods and practice, should be provided. Our college and high school graduates would then be enabled to make some preparation for the work of teaching instead of being obliged to enter upon it, as they now are, without any special preparation.

It should be borne in mind that there is nothing in a high school or college course that bears in any way upon the methods of teaching the subjects pursued in the common schools. We do not expect any one to practice medicine, law, or to preach successfully, without being trained in his particular profession. I know of no stronger reason for expecting any one to teach with success, without first preparing for his work.

In my opinion, the change suggested would widen the influence of our normal schools by securing the attendance of large numbers of college and high school graduates before they engage in the work of teaching. Very few of these ever receive any professional training, yet the instruction of teachers' classes usually falls to them. Their ignorance of the best methods, misleadst he members of these classes, who go out from them in turn to instill error in the trusting minds of the children placed in their charge. By limiting our normal schools to purely professional work, an annual saving to the State of a large sum would also be effected.

TEACHERS' CLASSES.

Teachers' classes were organized, under the supervision of the Regents, by the union schools at Plattsburgh and Keeseville. The former has been sustained throughout the year, under the instruction of Miss T. M. Knight, who is thoroughly conversant with the Normal

methods. A number of the members of this class are now teaching successfully. The board of education, with commendable public spirit, have employed the same teacher, and are continuing the class the present year without State aid.

Plattsburgh, being remote from any of the normal schools, is a suitable locality for the permanent organization of a normal school such as has been suggested in my remarks under the head of normal schools.

I hope that the Governor's veto of the appropriation for these classes does not evince a determination to dispense with them altogether, unless their places are to be supplied by permanent classes so organized as to do the work now being done by the normal schools the last year of their course, and so distributed throughout the State that they will not conflict with the normal schools now in operation.

All the agencies for the instruction of teachers should be supervised by the same authority.

REPORTS.

The law in relation to compulsory education having become inoperative because of the time having elapsed before which certain steps were required to be taken by the trustees, I can see no reason for requiring statistics in relation to the matter. The work in securing such statistics is burdensome, and, if unimportant, ought not to be required of the trustees.

The labor of making the annual apportionment is more than doubled by requiring the average daily attendance to be given in thousandths. Would it not be sufficiently accurate to add one in cases where the fraction of a day exceeded one-half, and reject the fraction when less than one-half?

I fail to see the importance of statistics each year in relation to the amount of land in school-house sites, the value of the same, the valuation of school property, and the valuation of the property in each district. By requiring statistics on these points every fifth year, instead of annually, much annoyance to trustees would be avoided.

COURSE OF STUDY.

If the same teacher were to remain in a school several terms, it would seem to be very important that a plan of work or course of study be agreed upon at the outset. How much more important, then, does this become, when it is known that few teachers remain longer than one term in the same school.

Authority to prescribe and enforce a uniform course throughout the common school districts, should be vested in the Department. However frequent the change of commissioners and teachers, the course could be steadily pursued. Under the present arrangements teachers have no guide. Commissioners are no better off in this

respect, and are without authority so far as school room work is concerned. They may find abuses without number, but all they are authorized to do is to *advise* changes—the teacher may act upon his suggestions or not, as he pleases.

It affords me pleasure to report that only first-class teachers are employed in the union schools at Plattsburgh and Keeseville, many of whom have held their positions for several years. The lack of suitable accommodations has caused much inconvenience at the latter place, but a new school building is to be erected the coming year, at an expense of \$12,000.

I embrace this opportunity to express my acknowledgments to the teachers, trustees and inhabitants of this commissioner district for the uniform kindness and encouragement I have received while engaged in the performance of my duties, and to the Department for its forbearance and courtesy.

All of which is respectfully submitted.

JOHN B. RILEY,
School Commissioner.

PLATTSBURGH, December 8, 1880.

CLINTON COUNTY — SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In obedience to your direction, I have the honor to submit the following brief statement relative to the condition and prospects of the schools of the second commissioner district of Clinton county.

It affords me pleasure to be able to report that the schools in this district are gradually receiving new accessions of improvement, and that the public generally is awakened to the importance of raising our schools to a higher degree of excellency. There are, indeed, a few districts whose improvement has not been so evident as is desirable, partly in consequence of local and almost uncontrollable circumstances, which will doubtless be found remedying with the advance of general education. On the whole, however, there has been a reasonable improvement in the character of our common schools during the past year; the result is due, in a measure, to better instruction and training. One class of teachers have been less fixed and mechanical in their manner of teaching, and have adopted a more practical and intellectual method. Text-books are being used more as an intermediate help, and the oral and more practical plan has become generally introduced, and its result is fast removing that dull and monotonous method of memorizing words from books, without developing ideas. This plan has become a welcome and agreeable exercise to the pupil, and has given life and interest to both the business of imparting and receiving instruction. In those

districts where there has been a hearty co-operation of the patrons with the teacher in securing a regularity in attendance, the pupils have, quite generally, acquired a thorough and practical knowledge of the branches taught.

The improvement of school-houses in this district, made by the erection of new and the repair of old ones, is also a gratifying evidence of the spirit of the people, and of the interest they take in the subject of education. Four model school-houses have been built the past year. Districts No. 2, Mooers, and No. 11, Clinton, have recently finished the two finest and most convenient rural school-houses in this district, each of which are properly ventilated and furnished with the most modern furniture.

Union free school district No. 5, Champlain, which has recently been organized by the consolidation of districts Nos. 5 and 13, deserves especial commendation for the enterprise and public spirit of its citizens in purchasing a fine site in the village of Rouse's Point, upon which a fine substantial school building is in progress of construction. It is being built of brick, three stories high, and promises to be a model school building in every respect. Its cost will be about \$10,000.

District No. 7, Chazy, has also built a convenient frame school-house the past year, at a cost of about \$400.

There are yet a few dilapidated old structures remaining in this district, unfit for use, several of which are to be rebuilt this season.

During the past year, 233 licensed teachers were employed; 220 were licensed by local officers, two by the State Superintendent and 10 were normal school graduates. The number who taught two consecutive terms in the same district was but 41. Some of these teachers have been employed in the same school for two or three years, and the superior proficiency which many of their pupils have made in their several studies, clearly shows the importance of retaining a good teacher more than one term.

The number of children of school age residing in the district was 8,512, the number who attended school some portion of the year was 5,868, the average daily attendance was 2,746,320, and the average number of weeks taught by each district was 30½.

The whole amount of money expended for school purposes was \$32,458.15, of which sum, \$16,380.86 was apportioned to the district from public money. The amount expended for teachers' wages was \$23,511.88. The average cost per child of school age was \$3.81.

During the past year, I examined 283 applicants for certificates. Of this number, I have licensed 169, granting 10 first grade, 70 second grade and 88 third grade certificates. I held ten public teachers' examinations during the months of March and October in the several towns of this district, and one in connection with the teachers' institute. These examinations were principally written ones, and embraced the different branches taught in the common

schools. Candidates were also required to have a knowledge of methods of teaching.

I am happy to say that among these teachers, a respectable number are well qualified for the responsible duties of their station. In addition to possessing a thorough knowledge of the branches taught, they have an ability to teach. They cultivate thought as the object of instruction. While I find a good number who do honor to the profession, too many do not possess the proper qualifications for developing and training the mass of mind committed to their charge. Of this class, the majority are gradually improving in their manner of teaching. Their literary attainments are better and more thorough. Many of them have attended school during the fall and winter terms, also take great interest in attending teachers' institutes. Nearly all read more on the subject of teaching than formerly.

I have made 261 official visits to schools, during the past school year, visiting as many as possible during the early part of each term. In addition to determining the standing and classification of scholars in the several schools, my attention was principally directed to the manner of teaching pursued, and when necessary, to give teachers such information in the most practical and approved methods of teaching, as my judgment and experience would suggest, to aid them in a most efficient discharge of their duties, by means of which the scholars could acquire more practical knowledge in a more natural way and in less time than before. In some schools much labor was needed to produce the desired change. To assist teachers in reducing the mass of confused matter composing our schools to something like system and order — to break up that dull and monotonous manner of reading, and to induce teachers to require their scholars to read in an easy, natural tone, understanding what they read, and permitting others to understand also — to teach geography by commencing with places and natural objects with which the child is familiar, and from these extend his knowledge to those more remote — to lead him, in imagination, across rivers, over hills, through the school district, town, county and State in which he lives, until he has a general knowledge of his own country — to teach scholars that the object of studying grammar is to improve their own language, instead of learning dry definitions from the book, and unless it is taught in such a way as to produce this result, it is of no use whatever — all of these have been a work of time and difficulty.

I have also made a beginning towards revising the records of district boundaries in this district. In some towns the district boundaries are so indefinitely defined that it is impossible to trace the original boundary lines, and has been a source of much confusion and difficulty.

The teachers' institute for this county was a joint one, held at Plattsburgh during the last week of March. It was under the very able instruction of Profs. E. V. De Graff and Henry C. Northam.

The session was unusually interesting. The instruction was principally confined to methods of primary teaching; each step was practically illustrated to a large number of teachers who were constant in their attendance. Great interest was manifested by the teachers in the various exercises presented, and the instructions received are being practiced in many schools.

My thanks are due to the Department for favors rendered, to parents and citizens for their kindness, and to the teachers and school officers for their hearty co-operation and uniform courtesy.

Your obedient servant,

ALEXANDER BERTRAND,
School Commissioner.

PITTSBURGH, December 30, 1880.

COLUMBIA COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOIR,

Superintendent of Public Instruction:

SIR.—The commissioner of schools for the first district of the county of Columbia, in compliance with the invitation of the Department, submits herewith the tables and abstracts, which exhibit the operations of the common school system for the year ending September 30, 1880.

These tables are deemed important and interesting, not only as indicating the statistical results of the past year, but because they furnish materials for comparison with returns of a similar character in former years, the growth of our system of general education. The information thus attained is valuable, also, in affording the means of comparing the action of this district, in the matter of educating her children, with what is done in a similar direction by other districts; and thus deriving, from the experience of all, hints for improvement in this essential duty.

Among the facts disclosed in the returns herewith submitted, it may not be irrelevant to call attention to the following:

The number of school districts under my supervision is seventy-two, and six joint districts having their school-houses in an adjoining county. The average number of persons between the ages of five and twenty-one years in each district is sixty-nine. The average number attending school in each district is fifty. In this calculation, the schools of the various villages are included; and hence it is obvious that in the strictly rural districts, the average attendance of pupils is less than the number.

The number of licensed teachers employed at the same time was eighty-two. Whole number employed, during the year, was one hundred and thirty. Of these, one hundred and seven were licensed

by school commissioners; by the State Superintendent fifteen, and eight by Normal schools.

The number of children between five and twenty-one years was 4,970. The number enrolled upon the school registers was 3,738. Average daily attendance, 1,732. There was only one district that reported twenty-eight weeks, while thirty-five reported forty weeks or more. The longest time school was taught is reported forty-four weeks.

The amount of moneys on hand October 1st, 1879, was \$639.67; the amount of public moneys apportioned among the schools of the district was \$10,346.30, and the amount raised by tax and from other sources for the support of the schools was \$15,162.23, making a total of \$26,148.20. The amount paid for teachers' wages was \$20,999.95; libraries, \$17.62; school apparatus, \$73.10; school-houses, repairs, etc., \$2,928.04; incidentals, \$1,540.68; and the amount on hand September 30, 1880, was \$570.06.

The estimated value of school-houses and sites is \$55,055. The assessed valuation of property taxable for school purposes in the district is \$8,528,094.

Many of the school-houses are sadly deficient in respect to suitable ventilation, proper seats and desks and other conveniences. To secure more suitable accommodations for teachers and pupils has been my constant endeavor, and I have succeeded in inducing the people of three districts to build new and commodious houses during the year. The old school-houses have been replaced with convenient and handsome edifices, planned with some regard to their importance, the public convenience and the principles of taste. The internal arrangements are in accordance with the most improved plans, and are in each instance specimens of architectural beauty and well worthy of the spirit and enterprise of the friends of education.

District libraries are so unmercifully cared for that it seems almost a mockery to call your attention to them, and I should hesitate to do so were it not for the purpose of inquiring why they are allowed a nominal existence when they are virtually dead. This powerful and direct source of intelligence to a rural population should not be suffered to decay. Now, when the people are interesting themselves enough to select suitable men trustees, and when the publishers are vying with each other to produce cheap literary productions, is the time to re-establish this means of general knowledge. If the moneys devoted to this object were expended under direction of the commissioner it would insure its application to the purpose contemplated by law, and would give to the districts a library of useful and entertaining knowledge. In any event, the subject demands the earnest attention of the Legislature. Let it not be set down as one of the crying sins of the country that good and intelligent men refuse to acknowledge their duties to the public.

Trustees generally try to do all their duties faithfully. Some of them have had intelligence and observation enough to afford much

interesting information in relation to the schools. There are many who make good selections in the employment of teachers, endeavoring to engage the best rather than the cheapest, and who cheerfully co-operate with them in advancing the best interests of the schools, while others adopt the "penny wise and pound foolish" plan, and contrive every available means to secure a cheap school by hiring incompetent teachers. Examples of the first class encourage imitation while they reward those who furnish them, and every year sees one individual and another embarking in the delightful career of promoting the intellectual welfare of their community, and new exertions made by those who have become more interested or encouraged by what they have already effected. Appeals of the commissioner urging the employment of those teachers who attend the institutes and meetings of the association and endeavor to qualify themselves for their work, have been responded to in the selection of teachers.

If it be useful to a mind to contemplate the operations of an important and valuable machine, must it not be an improving task to observe the operations of an institute? The institutes that have been held go on record as the most important, interesting and instructive ever held in the county. Permit me to take this opportunity of expressing the thanks of the commissioners to the Honorable Superintendent of Public Instruction for his presence at the institute held in November. The earnest, practical address, admonishing the teachers to teach not only by precept but also by example, was highly appreciated by teachers and citizens. The institute held in June was more fully attended, and goes upon record as the most successful and interesting ever held in the county. The attendance of teachers was very encouraging, even on the first day, and before the institute closed 175 names were recorded. It does not seem possible that these teachers could listen to the original and practical instructions of Professors Kennedy and Johnson, given with so much force and earnestness, and fail to be greatly benefited thereby, each succeeding day conveying new ideas and methods, but so closely connected that the teachers gave their undivided attention, fearful lest some important link might be lost.

Primary teaching, school work, school organization, school hygiene, mathematical problems, dissected maps, use of charts, grammar, formation of tenses, language, were all taken up and treated in a scholarly manner. These institutes are considered of great personal benefit by the teachers—they go away reminded that they must faithfully improve their scholarship—that they must overcome selfishness by studying the needs of others, endeavor to increase their influence and shape public sentiment, and that they should be thoroughly conscientious in the discharge of the important duties devolving upon them. In many districts the beneficent fruits gathered at the institute are strikingly apparent in the improved condition of the schools, the result of an awakened and enlightened professional spirit among teachers, engendered by intercourse with each

other, and the suggestions of experienced, intelligent and practical men. We need most, at the present time, able, trained and earnest teachers. I know of no agencies so well calculated to meet the demands as our normal schools and teachers' institutes.

There was no teachers' association existing in the county when I commenced my duties as a commissioner, and as soon as opportunity presented itself, I made my wishes known to the teachers, and they enthusiastically concurred in the formation of an association. So many measures have been taken with direct reference to the diffusion of knowledge, that those who appreciate its value are sure of receiving support in any judicious efforts they may make in its favor. At the institute in 1878, an association was formed which has since held meetings every six weeks during the year, from place to place, in all the towns of the district, in order to meet the trustees and patrons of schools in whom we desire to awaken renewed interest. The exercises have consisted of lectures, discussions, class exercises, and the exchange of ideas pertaining to the best methods of teaching. At these meetings the teachers have become better acquainted, and have had opportunity to compare views and experiences in regard to methods of teaching; the inhabitants have been able to see something of the earnestness and qualifications of those engaged in teaching, and all concerned have been benefited.

No man deserves the grand title of a friend to education who does not do something to advance the progress of education; to diffuse educational thought; to increase the teacher's influence, skill and remuneration. There is nothing, in my opinion, that will better subserve to elevate the standard of the schools, than for school officers to unite in their efforts to make teaching a profession that will pay. Let them banish their creed, as narrow as that of the Mohawk Dutchman who prayed: "The Lord bless me and my wife, my son John and his wife, us four and no more. Amen." Let those who follow teaching receive a just compensation, and none be permitted to engage in it who are not *well* qualified. Greater pecuniary inducements are being held out to teachers in many districts, but let it become universal, and with the spirit of emulation that is daily becoming more prevalent among members of the profession, it will speedily exert an elevating influence in common school education. The teachers have a fair claim upon the public as productive laborers of pre-eminent usefulness. Including both sexes, their number far exceeds that of all the other learned classes taken together. Without the encouragement of honorary distinction, with but moderate and too often such inadequate salaries as leave them in the bleak and blighting shades of poverty, upwards, perhaps, of twenty thousand in the State of New York are sedulously employing what abilities God hath given them—abilities, not unfrequently of respectable grades, in an exterminating warfare against ignorance, waged solely by means of dispensing instruction to childhood and youth. This is an inval-

nable standing army which, so far from endangering public liberty, is, of all means, the most conducive to its preservation; a literary corps, which the country is bound, by every tie of duty, to cherish and reward. The general interest manifested by a majority of the teachers in my district is highly encouraging. They avail themselves of each and every opportunity offered for improvement, and thereby gain, by their energy and perseverance, the confidence of the public. The services of such are sought for, and they occupy positions of importance in the country as teachers; while upon the other hand, we have some that are never seen at an institute or association, and, consequently, are compelled to accept situations in schools of a lower order. I have granted but few (fifteen) licenses of the first grade, as I consider it in most cases detrimental to the advancement of the candidates receiving them. I have made it my constant aim to raise the standard of teachers' qualifications, and have been supported in this by a resolution of the teachers of the district association. The result has been highly gratifying; and notwithstanding the standard of qualification is far too low, and probably will continue so, for the supply of well qualified teachers is not equal to the demand, there is sufficient evidence of improved methods in teaching, and there is a commendable ambition manifested by those who are teaching, and who intend making it a profession, to qualify themselves for the work.

The need of normal schools in a system of education is of the utmost importance. To conduct our schools we need teachers trained in the art, and drilled in the actual work of teaching. But the normal schools are beyond the reach of many. My colleague, Mr. Bushnell, and myself, have discussed with teachers a project for holding a special institute of eight weeks' duration sometime during the winter. The special institute would afford them an opportunity to take up any studies in which they might feel themselves deficient. Many have signified their intention of attending. The lines of study will afford the teachers opportunities for advancement found only in our normal schools. We consider the project eminently calculated to raise the standard of education by advancing the instructors. A sufficient number of names has already been secured to insure the formation of the institute, but there are many more who need to take advantage of it—and *can* do so if they will.

The wants of this commissioner district are many. The most urgent ones may, I think, be stated as follows: One of the principal wants is a deeper interest on the part of patrons in our educational system; one which not only causes them to visit the school, but which gives them a higher conception, a more intelligent comprehension, of the duties of teachers and school officers. They should feel the superior power and respectability of knowledge, and seize every opportunity to use language and express sentiments favorable to the advancement of our common schools, and thus by coming out as avowed champions of education exert a salutary influence in the communities in which they dwell.

Another want in our common schools is a uniformity of text-books. While the present diversity of such books continues to exist, common schools will never rise to their real and true usefulness. It is the most serious drawback that the teacher has to contend with. Its sad effects are apparent to all interested in the noble cause of popular education. Under existing circumstances it is difficult to secure uniformity. To remove all difficulties in the way of such a help to school work, a commission should be appointed to prepare with due deliberation a complete series of text-books, to be reported to the Legislature for its sanction. The multiplicity of text-books forms a barrier to classification, where the books are not uniform, two, three, or four classes being thus made necessary, where, with uniformity of books, there need be only one; while families moving with different text-books into a new neighborhood introduce a like confusion there or are put to additional expense for change of books. The only remedy is a law requiring uniformity of text-books throughout the State, so that families furnished for one school or school district would be furnished for any other in the State.

As respects irregular attendance, one which grieves the heart of every earnest teacher, the fault lies not so much with the child as the parent. This is a serious evil which hinders progress not in the absentees alone, but often, also, in all the school. Where it arises from laxity of parents in allowing children to be absent for trivial reasons, I would have teachers and school officers refuse to excuse an absence unless in every case a written and sufficient explanation of it is presented from the parent or guardian. When it arises from willful truancy some severe method should be adopted.

Another difficulty is non-attendance. The right of every parent to send his child to a district school is considered as entire as the claim to air and water; and indeed many resist taking more instruction than they please, as they would object to excessive eating or breathing. The people of the untaxable class are not called upon to provide for the support of their schools, nor obliged at any time to go without them, and therefore do not often contemplate, if they ever do, the real value of regular education. The right of the State to tax a person for the education of other people's children implies the right of the tax payer to demand the education of those children. The State not only has the right, but it is its duty, to require a certain amount of intelligence in all the children who live within its borders. To accomplish this it may be necessary to compel the attendance at school. The compulsory education law is practically a dead letter in this district, not from any disposition to ignore its provisions, but from a conviction of the impracticability of executing them. How this obstacle to human improvement can be overcome, by what means we can hope to triumph over poverty in intellectual, as we can in physical respects, is yet to be determined. Certain it is that this is a question of great importance,

act. Indeed perseverance is the only surety of the accomplishment of any enterprise, for without it we may labor industriously for a season, but still the object, however laudable and important, will never be fully consummated. Genius is of no importance, unless its powers are brought out by this agency; it is a mere meteor flashing for a moment, and then lost forever. It is in persisting in what is undertaken that enables the most humble mind in point of intellectual powers to rise and pluck a branch from the laurel, to drink deep from the fount of Parnassus, and inscribe its honors high on the temple of fame! I would impress upon the minds of teachers, that constant, untiring, persevering industry has made every truly great mind in this and in every other country; and this, and this alone, will enable us to improve the talents God has given us. Such is the power of this noble agent of the mind, and I trust you will not undervalue its importance.

It has not been our purpose to present any new theory for the management and advancement of our schools. An imperfect system has often proved eminently successful under judicious administration, while the most perfect has repeatedly failed through mismanagement. Hence abstract discussions of theories or systems are of uncertain value. No one can wade through a hundred or more of the reports of commissioners without being impressed with the fact that in the minds of all these managers there is a manifest desire for progress and great efficiency. While the history of our schools discloses the fact that provision is made for every class of unfortunates, and that the benevolence of the people is rapidly increasing, it exhibits, also, most noticeably, the recognized power of *mind* and of *moral instrumentalities*.

In conclusion, our thanks are due to the Department of Public Instruction for its prompt and explicit answers to our communications, and to the press for its friendly aid in our efforts to promote the interest of the schools under our supervision.

Respectfully submitted,

AMASA P. LASHER,

School Commissioner.

GERMANTOWN, November 30, 1880.

COLUMBIA COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In accordance with your directions, I take pleasure in submitting the following report:

I have made nearly 200 official visits during the past year, giving counsel and advice to the best of my ability, whenever it was asked for or needed. I found most of the schools in a prosperous condition, and many show a decided improvement since my first visit. Those schools which are under the control of one teacher for a year

or more, show better results and more advancement among the pupils than those which are continually changing teachers.

Constant change of teachers is the bane of our country schools. We want more thorough-going teachers, and I think the time is coming when we shall have them, for I believe a change of sentiment in regard to education is showing itself among our people. To be sure in some of our school districts teachers are employed for the very least amount of money they can be induced to teach for. In these schools I generally find teachers possessing qualifications of the third grade; but many of our school districts are willing to offer fair inducements to good teachers, and I hope to see more persons of education and refinement turning their attention to teaching as a profession.

During the past year, I have granted four certificates of the first grade, 25 of the second grade, and 21 of the third grade. I have also renewed 14 first grade and 15 second grade licenses given by other commissioners. I have required both written and oral examinations in most cases. I have encountered great difficulty in getting teachers together for examination. Many teachers prefer to hire out first and get a certificate afterward. I shall endeavor to stop that habit if possible.

The number of normal school teachers is continually increasing and in most cases they give general satisfaction, and are a success in their manner of teaching and control of schools under their charge. I earnestly hope the time will come when a majority of our teachers shall be graduates of the normal schools.

Professors Johonnot and Kennedy (than whom none are greater) have conducted two institutes in this county during the past year. These institutes were a success both in number of teachers present and amount of good earnest work accomplished.

We have a teachers' association in this commissioner district having a membership of nearly seventy active teachers. The meetings are held quarterly and are well attended both by parents and teachers. These meetings are very interesting as well as profitable to all who are present.

School-houses.—Four new school buildings have been erected during the past year, and many more have been thoroughly repaired and renovated. People are beginning to know that the school-house is a good index of the interest the community takes in the great work of educating the children. There is a great need of school apparatus in our schools. All school-houses are furnished with blackboards, but few have maps or globes.

In conclusion, I would report the condition of the schools under my charge as improving. This is shown by an increase in attendance during the past year, the employment of better teachers, and the interest manifested by the people in educational matters.

Respectfully,

GEORGE V. BUSHNELL,
School Commissioner.

HILLSDALE, *December 10, 1880.*

COLUMBIA COUNTY — HUDSON.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.— I have already forwarded to you a financial and statistical report of the operations of the common schools of this city for the year ending on the 30th day of September last; and at your request, I take great pleasure in presenting to you a fuller report of the working and present condition of our schools.

The tabular statement of receipts and disbursements already submitted shows that the whole amount of money received by the superintendents of public schools in this city, during the year ending September 30, 1880, was \$21,158.01, of which \$4,756.33 was apportioned to the city by the State Superintendent.

The whole amount expended upon the schools of the city, during the year, was \$15,647.12, leaving a balance on hand of \$5,510.89. This balance is nominal, not actual, because of repairs commenced and not yet completed, the cost of which must be met when the work is finished.

During the summer vacation the interior of each school building was remodeled for the purpose of co-educating the sexes. The changes made in our school buildings and the system of education are worthy of note. The Grammar School building was thoroughly repaired and put in excellent condition. Two new wings were added for entrances and other purposes. The interior is well arranged, having eight commodious rooms, four on each floor, which are separated by sliding sash doors, heated by two new furnaces and ventilated by shafts in connection with the chimneys. These doors can be easily moved to one side and the rooms converted into one large assembly room, and thus used for singing, and for opening and general exercises.

Previous to September 1, 1880, boys and girls were not allowed to attend the same school, and the pupils were seated in large rooms whence they repaired to small recitation rooms at fixed times.

Our pupils are now seated in session rooms capable of accommodating from 50 to 60. Here they study and recite, boys and girls in the same class according to grade of scholarship. Thus a division of labor among the teachers and better discipline are both secured. This course, if properly carried out, requires that pupils shall study, as well as recite lessons, and teachers shall teach as well as hear recitations during school hours. These changes have called out a large increased attendance of pupils, and the patrons of the schools are generally well pleased.

GRADED COURSE OF STUDY.

This implies a division of labor in study and instruction by which each class of a department has its own proper course marked out; and the teacher of each class has every subject of study pur-

sued in the grade clearly defined, and the amount to be accomplished during a given term. Here a success or failure in the work will be obvious at the regular examination made by the city superintendent. The course of study in our schools is divided into seven primary grades and eight grammar school grades. Promotions are made from one grade to the next higher after careful examination of the classes throughout the entire school. The A primary promotes to the eighth grammar grade. The studies of the A division in the grammar school grade will embrace the more advanced studies of a thorough English course and the modern languages.

Industrial drawing was introduced into all our schools at the commencement of the present school year, embracing all grades from the lowest to the highest. I cannot speak positively of the success, but present indications are highly encouraging.

MUSICAL DEPARTMENT.

Each school is provided with a piano. The science and practice of music is regularly taught in all our schools by Prof. Comba, a gentleman of superior talent and ability. The pupils are progressing finely under his instruction. Music contributes much of pleasure and happiness to children and teachers. It is a strong incentive to good order, and a powerful auxiliary in government. Its effect in the opening exercises of the morning have often inspired men to seek the blessing of heaven and the guidance of the God of our Fathers.

TEXT-BOOKS.

We have a uniformity of text books. The same book on a given subject and for a given grade will answer for that grade in every school in the city.

Our schools are not what we wish they were, nor yet what we hope to make them by persevering effort.

Respectfully yours,

WM. P. SNYDER,

Superintendent.

HUDSON, December 31, 1880.

CORTLAND COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In response to your requirement for a report of the work accomplished in my district the past year, and the present condition of the schools under my supervision, I respectfully submit the following:

Although I have no *special* work performed, or *particular* results attained to report, I have reason to believe that the schools of my district in regard to the qualifications of teachers employed, the average attendance of pupils and the interest manifested by the patrons, are in advance of one year ago.

There are in the district eighty-three common schools and two union schools, one located at Marathon and the other at McGrawville. The one at Marathon, with Prof. Hamilton Tenny as principal, Miss Rowena M. Dean as preceptress, and Miss Mary L. Lee in the intermediate, all of whom are graduates of the Cortland Normal school, and Miss Grace Lee Sherwood, an experienced and successful teacher of the primary department, and a school board alive to every interest of the work, the school has earned a reputation unsurpassed in the county. The McGrawville school, with Prof. J. W. Chapman, principal, and a corps of competent teachers for assistants, is in a prosperous condition. By a special act of the Legislature, a graded school designated a "Union Graded School District No. 1, of the Village of Cortland," was formed last winter, bounded by the corporate limits of said village, and a school board appointed consisting of nine members. The powers conferred upon said board led to considerable discussion and excitement in the district, and the schools can never be brought to a very high degree of efficiency while such local objections exist. These, however, can be removed by amendments, and it is hoped that the matter will be remedied at the next session of the Legislature.

Cincinnatus Academy, although not largely attended, under the supervision of Prof. E. D. Rogers, is doing its work well and furnishing the eastern part of the county with well qualified teachers. The Cortland Normal school has done a good work, but not yet, as I believe, *the* work for which it was created. The law organizing normal schools expressly states the object, viz.: "For the instruction and practice of teachers of *common* schools in the science of education and in the art of teaching." While they are sending out teachers into the union schools and academies, the union schools and academies are furnishing the common school teachers. As State institutions, created by the State, supported by the State and for the benefit of the State, they should be entirely separated and free from any local influence, control or authority. During the year, one new school district has been formed from school districts Nos. 3 and 18 of Virgil and No. 8 of Lapeer. I have made 129 official visits and licensed about 110 teachers.

The Cortland county Teachers' Association is proving a valuable aid and a source of much benefit to those who attend its meetings, which are held quarterly. The exercises consist of discussions of the best methods of instruction and discipline, lectures, etc. The large attendance at the last session, held at Marathon, evinced a strong desire on the part of teachers to make themselves familiar with the newest theories and most successful systems of instruction.

The institute for the county was held at Homer the week com-

mening September 27, with Prof. E. V. DeGraff, Supt. of Schools at Paterson, N. J., and Charles T. Pooler, of Deansville, N. Y., instructors. The inclemency of the weather prevented a full attendance the fore part of the week, but a usual number were in attendance a greater part of the session. Much interest was manifested by the teachers, and they were, without exception, enthusiastic in their expression of benefits received. A comparison of the school-room work of teachers who attend the institute, with the work of those who do not, is conclusive evidence of its usefulness. I believe the attendance of teachers should be made compulsory, and the instructors, together with the commissioners, constitute a board for examining and licensing teachers. A great wrong at present exists in relation to hiring teachers. It is not an uncommon thing to find second grade teachers in first-class schools. In this respect, additional powers should be given commissioners, and in addition to teachers being graded according to qualification, ability, etc., schools should be graded according to the qualifications and ability required to teach them.

With a grateful appreciation of the aid given me by the Department in so promptly responding to inquiries relating to school work, and to the citizens and teachers of my district for their uniform kindness and forbearance,

I am, truly yours,

WILLIAM D. TUTTLE,
School Commissioner.

CORTLAND, *November 13, 1880.*

CORTLAND COUNTY—SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—Your circular to school commissioners, issued under date of July 20, 1880, has elicited the following report and suggestions, which are respectfully submitted.

My field of school supervision is the second commissioner district of Cortland county, consisting of the seven northern towns of the county, and contains eighty-eight school districts, eighty-one of which have their school-houses within the county.

The labors of the school year were commenced by me, as in former years, under the conviction that the duties of the position I had accepted had the first claim upon my time and energies, and I have suffered no material interruption, during the year, in carrying out my convictions, but that occasioned by a severe illness in the months of March and April.

The school year in all districts but three, under my supervision, is

divided into two terms, usually of equal length, and in fifty-two districts, comprise no more time than is required by law to entitle the districts to a full participation in the apportionment of the public moneys. It has been my uniform custom to commence the visitation of my schools within two or three weeks after the opening of each term, and to continue such visitations, unless unavoidably interrupted in my work, until each school in my district has been visited at least once, visiting at the rate of two schools each day in nearly every instance. Operating upon this plan, I have made one hundred and seventy-seven official visits within the past year. Eighty-nine of these inspections were made in the fall and winter, and eighty-eight in the spring and summer. My record of pupils registered and present at the time of my visits shows that in the fall and winter there were two thousand two hundred and sixty-two registered, and one thousand eight hundred and twenty-two present; and in the spring and summer there were one thousand seven hundred and ninety registered, and one thousand two hundred and forty-five present. I have presented the above figures, which show that the difference between the number registered and present at the time of my different visits, was much greater in summer than in winter, as an argument in favor of the opinion to which I have been driven by my observations in the schools of my district for the last five years, that a long vacation between terms should begin as early as the first of July, and continue through the months of July and August, as *these* months mostly cover the season of haying, harvesting and berry-picking, as well as that of the most extreme and continuous heat, all of which are very detrimental to our common schools, by causing the absence of so many of the larger pupils, and the almost total destruction of interest with the few that remain. I believe that the present school year is much too short, and should be made in the future to consist of thirty or thirty-two weeks. With this change in the length of the school year, I am confident that most of our districts could be induced *readily* to so divide our school year as to make a summer vacation to cover these objectionable months.

A change in the time of commencing the school year from the first of October to the first or fifteenth of July, would have a tendency to divide the year according to the above suggestion. Unless there are serious objections to this change, which, with my limited vision I have not been able to see, it would seem to me to be worthy of consideration, as calculated to contribute to the success of our public schools.

As I have said, my custom has been to spend as nearly as possible a half day in each school that I visit, which I have regarded as important in order that I might judge correctly as to the character of the work being done, and be able to make such suggestions as were called for in the different cases under my observation; and I have been much gratified by the cheerfulness with which such suggestions have in most cases been received, and the *promptness* and

thoroughness with which their merits have been tested. I have found, in many instances, that the coming of the commissioner is an occasion, which, with live teachers, is often looked forward to as the time to unburden their minds, by giving utterance to the various perplexities that beset them, and to seek aid of one who *should* be able to sympathize with them, and administer advice calculated to help them over the rough places in their career, and send them on with renewed confidence and redoubled courage. I have reason to believe that a timely visit from the commissioner has sometimes changed the tenor of the school for the better, and has been a most efficient aid to the teacher.

The advent of the commissioner to the district is often the time chosen by the local school officers and patrons of the school to seek a solution of the perplexing problems that arise out of school affairs.

The deeper insight which every additional year's experience gives me into the possibilities for good which are in reach of the incumbent of this office, puts me more strongly in sympathy with our system of school supervision.

I have licensed 164 teachers, during the year, and have found it necessary to reject a large number in consequence of a want in educational qualifications alone. These cases of rejection have been regarded by some as an occasion for criticism that has not been altogether pleasant, yet I do not regret my course in this respect, and still *feel* that if I have erred in deciding upon the merits of applicants, it has been in being too lenient, rather than otherwise. In the last week of February and first week in March, in accordance with notices given in the county papers, I held public examinations in the different towns of my district. There were many who did not avail themselves of these opportunities, but came subsequently for private examinations, urging various reasons why they were not present at the public examinations.

In all cases class examinations have been written; believing that an *equal* chance could be given the different applicants in no other way, and that the attainments of candidates for certificates could be tested by no better means. Private examinations have mostly been conducted in the same way, though, in some instances, they have been conducted orally, by force of circumstances.

In most cases, I have awarded only third grade certificates to all successful applicants who have never taught, but have felt that it was advisable, in cases where the educational qualifications were found to be of a high type, to give a second grade license, promptly, upon discovering, by actual observation in the school room, that the ability to discipline and instruct was at par with the educational attainments possessed.

I firmly believe that a change in the matter of examining and licensing teachers is demanded, and that such a change might be made as to result in promptly raising the standard of qualifications of teachers so as to make the profession of teaching truly honorable, and place at the head of our schools teachers whose qualifica-

tions would not be questioned. The responsibility of conducting examinations and deciding upon the merits of applicants, should *not* be upon one man, for one man, however strong or pure he may be, who can be supposed to be influenced in his action by local circumstances, will be likely to find an adverse public sentiment aroused against him, to cripple his influence, as soon as persons differing with him in politics, religion or nationality, or who have enemies who may be supposed to use an influence against them, have been refused a license, though none of these circumstances have in any way influenced his decisions.

To avoid being tedious, if possible, I would simply suggest that the plan of associating the institute conductors with the commissioner or commissioners of each county, as an examining and licensing board, commends itself to me as a decided improvement upon the present one.

In the public schools of my district there have been *ninety* licensed teachers employed and teaching twenty-eight weeks or more the past year. On the 30th of September there were 3,075 children of school age in my district, which is the smallest number reported for any of the last five years. The number having attended school some portion of the year is 2,796, which is the smallest number since 1877, yet the average daily attendance is 1,468, which is the largest average within the last five years.

The condition of the school-houses in my district is a serious detriment to the success of my schools, as I find by consulting the statistics at hand, that there are in my district *eighteen* which the trustees have estimated in each case to be worth from twenty-five to one hundred dollars; and eight others that range from one hundred to one hundred and fifty dollars, which numbers do not cover *all* that are unsuitable for school purposes in winter time. In many of these houses I often find the pupils closely huddled around the stove, in order to be comfortably warm, which *frequently* places the school beyond the control of the teacher, and has a demoralizing tendency in *every* case.

The want of school apparatus which has been experienced in the past, is gradually being overcome, as blackboards are found in every school, I believe, and maps, globes, etc., are gradually increasing in number, though there is still a decided want in this direction.

At the time of my school inspections, I have tried to carefully study the condition of public education, and I am persuaded that the people are being more generally reached by the means afforded than ever before, and that the whole curriculum of the common school is more widely received than formerly, and whereas, but a few years ago it was thought by most people that it was all sufficient for a boy or girl who did not aspire to some professional calling in life, to be able to read, write and "cipher," to-day, with an enlarged curriculum, embracing in many schools, drawing, civil government and history, public sentiment says that the average boy or girl must have it *all*.

Progress in the various branches, with the improved methods of to-day, is more rapidly made, and pupils are completing the common school course much younger, and with a much more practical and comprehensive knowledge of the studies pursued than formerly. What is still more significant, all classes of people, of all occupations and nationalities, are coming to feel that with the spirit of our institutions, and the existing equality of all, it is advisable to *have*, and possible to *utilize* in all occupations, more knowledge than can be attained in the common schools.

I find that public sentiment very strongly favors the teachers' institutes as they are now conducted, and trustees are questioning applicants for positions to teach, as to whether they attend the institutes or not. We cannot afford to lose them, and I believe that the beneficial results upon our common schools from them, fully vindicate the wisdom of their continuance, and justifies the expenditure for their support.

In reference to public sentiment in regard to the normal schools I find that while a normal diploma possessed by a teacher is in many districts regarded as a high type of recommendation, in others, there is a very strong prejudice against normal teachers, so much so, that for an applicant for position to offer a normal diploma would be a most effectual bar to any negotiations, which I attribute *partly*, at least, to the unsuccessful attempts at teaching of under-graduates of the normal schools, who have but a smattering of normal methods, and would, undoubtedly, succeed much better by trusting to their own originality, than to the use of systems of instruction and discipline, which from their limited knowledge, they cannot make their own. In most cases within the last five years, those teachers in my district who have held normal diplomas, have *justly* taken rank among the best of my teachers, yet, I find them to be doing the *same* work, and in much the *same* way as the other *thoroughly* educated teachers who have gathered their ideas of methods from the teachers' classes in our academies, the teachers' institutes, and the broad field of school literature which is open to all.

Many are arguing that, laying aside the instruction in *methods*, that is so strongly emphasized in *normal schools*, and relying upon natural ability and tact, and a thorough education, not only in the branches *taught* in common schools, but in the higher branches that are required of graduates from the normal schools, and are taught with equal thoroughness in the academies and other high schools of our State, we should realize the same results as are now attained by normal teachers.

It is urged with strong emphasis by a very large class in my district, that normal schools are not giving a full equivalent in return for the large appropriations made for their support.

With the present system of unequal taxation for school purposes, it is evident to me that a large proportion of our rural districts can never be directly benefited by the normal system of educating

teachers, as the meager wages paid for teachers' services are no inducement to one who, though educated at the expense of the State, has given his time and energies to the work of preparation for teaching. It is to this fact mainly, I presume, that of the 146 different teachers who have taught in my district the past year, only six were normal teachers, and three of *those* taught but *one* term each.

These schools, in my humble opinion, are not accomplishing the work designed by the Legislature when they were established, viz. : the education and discipline of teachers for the *common schools* of *this* State, in consequence of the large number who never teach any great length of time, and the still larger number who never teach within the limits of the State, *for* which and *by* which they were educated, but are found in the various States and Territories of this republic.

There have been no private schools held within my district the past year. Homer academy and union school is located here in Homer, the place of my residence, which gives me an ample opportunity for judging of the work accomplished in it. In every department of this school from the lowest primary to the academic department, I can say, without hesitation, that the most commendable work is being done, and *that* by the most approved methods. The academic department under Prof. E. J. Peck as principal, is a school of which our people are justly proud, and in which the most thorough work is done by a very competent and faithful corps of teachers. My observations in, and knowledge of, the work done in the teachers' class held annually under the supervision of Prof. Peck, prompt me to give it a high rank among the facilities for preparing teachers for their responsible calling.

Thanking the Department for the many favors received,

I am, yours respectfully,

JEROME J. WOODRUFF,

School Commissioner.

HOMER, *November* 13, 1880.

DELAWARE COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In compliance with your request, I respectfully submit the following report :

I have changed the number of nearly all the districts in the town of Tompkins since the formation of the new town of Deposit.

Tompkins now contains twenty-four, and Deposit thirteen districts.

Joint district No. 21 of Tompkins and Sanford is now known as joint district No. 2 of Deposit and Sanford. This commissioner district consists of nine towns and contains the same number of districts as reported last year. There were 186 teachers employed at the same time for 28 weeks or more, during the year, and the whole number of children residing in the district September 30, 1880, was 7,088, with an increased average attendance from last year.

I have made 220 official visits during the year. I wish I might report the schools in a better condition than I found some of them, yet I feel encouraged to find so many fulfilling well the mission for which they were established. Many districts are sparsely settled, with few children residing in them, consequently the average attendance is small, and the inhabitants do not feel able to procure the services of the best teachers who command higher salaries, so that we cannot expect those *little* schools will sustain the reputation of larger ones, yet a poor school is better than none.

I have observed a marked improvement, during the past year, in several primary rooms, and I am glad to find the teachers earnestly engaged in their profession, and endeavoring to improve by the modern methods which they are introducing with marked success. The greatest importance attaches itself to primary teaching, consequently we need more normal institutions, or practical training schools, *one* at least in each county. The county institutes are good as far as they go, yet the teachers need practical drill in the actual work of teaching.

I have licensed 245 teachers, during the year, several of whom are teaching in adjoining counties, some are attending the higher schools in the county, and a *few* are attending the State Normal schools. I can not understand why so few teachers from this county attend the normal schools; they certainly should find instructors at these schools who are thoroughly educated in the branches which they are required to teach, and who are well skilled in the art of governing and disciplining a school.

Few districts use the library money to buy books, nearly all using it for the payment of teachers' wages.

Many trustees in their annual report of this item give all their answers from wild estimates, and some do not know or seem to care if they have a library, that little attention is given to it.

I think the commissioner and supervisors should possess the power to locate a school-house site, after a certain period of time has elapsed since the district was organized, in cases where they have no site and continue to disagree upon its location. It would save district broils, and, in *some* instances, place the house in the central part of the district.

The Delaware Literary Institute at Franklin, is fulfilling its mission; several young men graduate each year and most of them enter colleges to continue their studies.

The union school at Walton has an able corps of teachers, and

large attendance with the prospect of more commodious buildings in the future.

The union schools at Hancock and Masonville are not so well attended. The former has a comfortable building, while the latter district remains without a suitable building to accommodate the pupils in the district, consequently the attendance is quite small as pupils from outside cannot attend with any degree of comfort until building is erected, and I trust this district will follow in the footsteps of those five districts which built convenient houses during the past year.

The teachers' institute for this county was held at Delhi during the week commencing September 13. The exercises were conducted by Prof. James Johonnot and Prof. H. C. Northam.

The services of these able instructors were rendered with earnest zeal and generally appreciated by the teachers and citizens. Three hundred and thirty teachers were in attendance during the session. Many teachers from this county have to travel forty miles to reach the institute, and yet they feel well paid for the trouble, still there are some in every town who fail to attend, consequently I hold an examination twice a year in each town. I grant certificates during the fall examinations for a year, and in the spring for a period of six months.

In conclusion, I would say, I am under many obligations to the teachers for their hearty co-operation, and for the respect shown me. I desire to return my thanks to the people of my district for their courtesy and hospitality, and to the Department for prompt attention to my communications.

Respectfully yours,

GEORGE S. BARTLETT,

School Commissioner.

MASONVILLE, *December 10, 1880.*

DELAWARE COUNTY—SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your directions, I respectfully submit the following report of the schools under my charge.

This commissioner district is composed of ten towns, viz.: Andes, Bovina, Davenport, Delhi, Harpersfield, Kortright, Meredith, Middletown, Roxbury and Stamford.

Number of school districts having school-houses in this county, 170; joint districts having school-houses in other counties, 8; total, 178. Three districts employ two teachers each, consequently I have 173 different teachers to visit each year.

Amount of money on hand in this commissioner district, October 1, 1879, \$319.19; amount of public moneys received, \$16,413.57; amount raised by tax, \$8,574.43; value of teachers' board (estimated) teachers having boarded around, \$10,367.30; received from all other sources, \$105.08; total, \$35,779.57.

Paid for teachers' wages, including estimated price of board, \$31,659.21; for school libraries, \$42.66; for school apparatus, \$7.42; for school-houses, sites, out-houses, repairs, etc., \$2,115.58; for all other incidental expenses, \$1,564.77; amount remaining on hand September 30, 1880, \$389.93; total, \$35,779.57.

Number of teachers employed at the same time for twenty-eight weeks or more, 173; number of children between five and twenty-one years of age, 6,265; private schools, 10; pupils attending such private schools, 180; whole number of weeks taught, 5,361½; number of children of school age who attended school in the district in which they reside, 4,792; number of children who attended school in districts in which they do not reside, 126; total, 4,918.

Average daily attendance of pupils who attended school in the district in which they reside, 2,513,381; average daily attendance of pupils who attended school in districts in which they do not reside, 43,339; total, 2,556,720.

Whole number of days' attendance of pupils who attended school in the district in which they reside, 401,638; number of days' attendance of pupils who attended school in districts in which they do not reside, 6,901; total, 408,539.

Whole number of days taught, 26,099; holidays not taught, 647; other week days not taught, 5,421; total, 32,167.

Number of volumes in school district libraries, 6,400; value of the same, \$1,938.

Number of districts having book-case for library, 102; frame school-houses, 167; stone, 3; total, 170; value of school-house sites, \$9,163; value of school-houses and sites, \$55,393.

Districts having three trustees, 13; having two trustees, 1; having one trustee, 156; total, 170; number of districts owning site, 167; not owning site, 3; total, 170; size of sites, 31 acres and 24 rods; number of school-houses separated from the highway by a fence, 2; not separated by fence, 168; number of districts having privy for school, 146; not having privy, 24; number of districts in which teachers boarded around, 148; in which teachers did not board around, 22.

Number of districts in which school was taught five days per week, 170; number of pupils reported as attending school who were under five or over twenty-one years of age, 70; number of districts which use library money to pay teachers' wages, 156; amount of money so used, \$164.26; number of school-houses built during the past year, 2; number of districts in which teachers verified register, 170; number of districts in which trustees keep a book in which to record the financial matters of the district, 127; districts which do not keep such book, 43; districts having a code of public instruc-

tion, 136; number of children between eight and fourteen years of age, 2,454; number of such children who attended the district school for at least 14 weeks during the past year, 2,123; number of such children who attended a private school or were instructed at home, 143; number of districts which paid wages to teachers while attending institute, 9; amount thus paid, \$36.23.

As shown by my first statistical report, I have made 210 official visits during the past year. The length of such visits has varied from thirty minutes to three or four hours, as the condition of the school might require.

I always allow the teacher to conduct the recitations, in order that I may be the better able to judge of his qualifications to impart instruction. At the close of the recitations I make such explanations or suggestions as the case may require, and, if necessary, I privately call the teacher's attention to any error that I have observed, in his part of the work, and show him how he may adopt other and better modes of teaching.

I devote my whole time to my official duties, and the general impressions that I receive in consequence of my visitations are, that the teachers and the trustees are doing a good work. They are, with but few exceptions, earnest and true workers in the great cause of public education, and the results are, on the whole, very satisfactory.

I have licensed, during the past year, 222 teachers (this includes all who now hold a license in this district, either first, second or third grade).

I hold two examinations in a town each year, and require every teacher to pass a written examination before receiving a license, and grade the licenses according to the teacher's success in teaching. In other words, if a teacher answers 75 per cent. of the questions correctly, in arithmetic, grammar, geography and spelling, and 60 per cent. in civil government and history, I give him a third grade license. If a teacher passes a better examination, but has never taught, I also give him or her a third grade. If he teaches a good school, I then give him a second grade license.

After a teacher has passed a perfect or nearly a perfect examination, and has been successful in teaching, I frequently give him another license without a re-examination. In order to judge of the literary qualifications required for a third grade license, it is necessary for you to know the questions asked, as well as the per cent. required to be answered correctly.

The following is a list of questions similar to those asked at my several examinations.

ARITHMETIC.

(1.) The sum of two fractions is $\frac{7}{8}$, their difference is $\frac{2}{3}$; what are the fractions?

(2.) From $14\frac{1}{2}$ take $\frac{\frac{1}{2} \text{ of } 82.5}{147-10}$.

(3.) How many times will .5 of 1.75 be contained in .25 of $17\frac{1}{2}$?

(4.) Wishing to borrow \$500 at a bank, for what sum must my note be drawn at 30 days, to obtain the required amount, discount being at 6 per cent. ?

(5.) The longitude of Boston is $71^{\circ} 4'$ west, and that of New Orleans $89^{\circ} 2'$ west; what is the time at New Orleans when it is 12 minutes past 7 o'clock, A. M., at Boston ?

(6.) What will be the wages of 9 men for 11 days, if the wages of 6 men for 14 days be \$84 ?

(7.) Sold 25 bbls. of apples for \$69.75, and made 24 per cent.; how much did they cost per bbl. ?

(8.) What is the area of a triangle whose hypotenuse is 30 rods, and whose base is 24 rods ?

(9.) Suppose a cistern has two pipes, and that one can fill it in $7\frac{1}{2}$ hours and the other in $4\frac{1}{2}$ hours; in what time can they both fill it running together ?

(10.) How many bricks 8 inches long, 4 inches wide and 2 inches thick, will be required to pave a yard 100 feet long and 50 feet wide ?

GRAMMAR.

(1.) Write a proper noun, a common noun, a collective noun and an abstract noun.

(2.) Write a personal pronoun, a relative pronoun, an interrogative pronoun, and an adjective pronoun (pronominal adjective).

(3.) What is meant by the passive voice of a verb ? Give an example.

(4.) Make a sentence containing a verb in the subjunctive mode, and parse the verb.

(5.) Name the tenses of the potential mode.

(6.) What is a participle ?

(7.) With which mode of the verb is the subject often omitted ?

(8.) All but him fled. Parse the words "all" and "but."

(9.) Make a sentence containing a verb in the infinitive mode, and parse the verb.

(10.) "He giveth His beloved sleep." Parse the words "beloved" and "sleep."

GEOGRAPHY.

(1.) Draw an outline to represent a hemisphere showing the equator, tropics and polar circles, naming each; also name the divisions made by them, and give the width of each such division in degrees.

(2.) State three conditions which determine the climate of a place.

(3.) Why are the tropics placed $23\frac{1}{2}$ degrees from the equator ?

(4.) What is longitude ?

(5.) Which of the States west of the Rocky Mountains has no sea coast ?

(6.) Which has the warmer climate, at the same latitude, the

western coast of Europe or the eastern coast of North America?
Why?

- (7.) Name, in order of their size, the four largest cities in Europe.
- (8.) Name the largest county in New York.
- (9.) How many States in the Union? Which State was last admitted?
- (10.) What State and what counties of this State border on Delaware county?

CIVIL GOVERNMENT.

- (1.) How many Senators has each State in the United States State?
- (2.) Who are the Senators from this State, for how long a period are they elected, and to which political party do they belong?
- (3.) Who is our Representative in Congress?
- (4.) What counties compose this congressional district?
- (5.) Where does Congress meet?
- (6.) Who presides over the United States Senate?
- (7.) Who presides over the House of Representatives?
- (8.) How are United States Senators elected?
- (9.) How is the President of the United States elected?
- (10.) How can a bill become a law after it has been vetoed by the President?

UNITED STATES HISTORY.

- (1.) What is history?
- (2.) When was Lincoln's emancipation proclamation issued?
- (3.) When was Lincoln assassinated?
- (4.) In what year did the war of the revolution begin?
- (5.) In what year did the war of the rebellion close?
- (6.) State some of the causes which led to the war of the revolution.
- (7.) Who was President of the United States during the Mexican war?
- (8.) Name the presidents who died during their term of office.
- (9.) State some of the important questions which were settled by the war of the rebellion.
- (10.) Under whose administration was the fifteenth amendment ratified by the States?

The written examination in the foregoing branches constitutes an examination in spelling. I also question the teachers about matters which were discussed at the institute.

If some means could be devised by which the examinations in the several counties could be made uniform, it would be an improvement on the present system.

I have no fault to find with the operations of the present school law, except in regard to the apportionment of the public moneys. I think the library money should be used for the purchase of books for school apparatus, and each district should be allowed, at its an-

nual meeting, to decide for which purpose it should be used, but in no case should a district be permitted to use this money for the payment of teachers' wages.

As stated in a former report, I think the public moneys, now apportioned according to the average daily attendance, should be apportioned according to the whole number of days' attendance. This would induce trustees to employ teachers for a longer term, whereas, the present system of apportionment is an inducement to close the school at the end of twenty-eight weeks.

In regard to the employment of teachers I have no suggestions to make. I know that *some* trustees do not care whom they employ. If they can obtain a teacher for a small sum of money they are satisfied. This class of trustees are few in number, and, owing to the increasing interest taken in educational matters by the inhabitants of the several school districts, they will soon be entirely gone.

There can be no question, in my judgment, in regard to the effect of the institutes held in this county. The effect has been very beneficial. I wish every teacher was obliged to attend a two weeks' session each year. I think their board, while in attendance, should be paid by the State, and the session should be held two, or even three weeks, instead of one.

In regard to normal schools I cannot speak as decidedly as I can about institutes. There are but few normal graduates engaged in teaching in this county, and they are doing no better work than the average first grade teachers who have been educated in the common schools and academies. The majority of normal graduates teach in more favored localities, where the schools are larger, consequently I am unable to say, from actual observation, whether or not these schools are accomplishing the work designed by the Legislature.

The academies at Delhi and Andes are doing a thorough work as far as I am able to judge. The academy at Stamford is, at present, closed.

The private schools mentioned in my report were mostly select schools taught for a few weeks only, therefore it would be difficult to say what they are really accomplishing.

I am not in favor of a change in our school system until we are reasonably sure that the change would be for the better. If a school commissioner, a trustee or a teacher does not do his duty, it is not positive proof that the whole system is wrong, and that it must be thrown away as worthless and some new experiment tried. We should change the commissioner, the trustee, or the teacher, as the case may be, and elect better men to fill their places. The law should compel school commissioners to give their whole attention to their official duties.

I am proud of the school system of this State. When I visit the small schools in the narrow ravines and on the high hills of Delaware county, and find, as I do in nearly every instance, teachers working zealously for the great cause of public education, and as term after term I visit these schools and find that the seed sown by

those teachers has taken root, and the children are growing up intelligent and useful citizens, I know that we have a school system which, if we, as school officers, do our part, will give to every child in this State a good common school education.

Thanking the Department for the many favors received, I am,

Very respectfully yours,

JAMES H. McINTOSH,

School Commissioner.

DELHI, November 15, 1880.

DUTCHESS COUNTY — FIRST DISTRICT.

ION. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In compliance with your request, I herewith transmit the following report :

During the year just closed I have made one hundred and forty-one official visits, visited one hundred and twenty-two schools, and granted and renewed two hundred and three licenses.

All the districts but two maintained school for the twenty-eight weeks required by law, while a considerable number maintained school for many weeks more.

The teachers, as a body, have been faithful in the performance of their duties, and in many instances have met with gratifying results.

I have earnestly striven to further the interests of the public schools by refusing to license any person who was not qualified to pass a satisfactory examination in all the branches required to be taught. The talent for teaching is a rare commodity, and when found should be encouraged. Good teachers need to be appreciated, and to be successful must enjoy the confidence and sympathy of those for whom they labor. There must be inducement for them to fit themselves for teaching, and to throw the whole force and energy of their minds into the business.

I commend this subject to the consideration of the patrons of the public schools in this district. Sustain by a proper liberality and better compensation those who are trained, experienced and of proved efficiency, those who know how to teach, to influence and instruct the public mind.

A number of appointments from the district have been made to the various normal schools in the State during the year.

The graded schools in the large villages are seeking normal teachers almost exclusively. These facts evidently show that the

superior advantages afforded by these institutions are justly and wisely appreciated by persons who intend to teach, and by the most influential and populous districts.

Public examinations were held by me in every town but one in the district. The written method was pursued, similar to that pursued by the Department in granting State certificates. It seems to give general satisfaction, and so far as I am able to judge, is the best plan that has yet been devised.

The teachers' institute, conducted by Professors Johonnot and Kennedy, in May last, was pronounced to be one of the best ever held in the county. The attendance was unusually large, nearly all actively engaged in teaching being present. The exercises were very interesting and practical. The efficient work done at this institute will cause it to be recognized hereafter as a powerful factor in common school education.

The questions of taxation and the alteration of school district boundaries were fully discussed by me in last year's report. My experience and observation, during the year, confirm the views therein expressed.

In conclusion, I think I am able to discover an increasing and wholesome interest in educational affairs in this district. There are indeed some portions where improvement has not been so evident as is desirable, probably in consequence of local circumstances, which will doubtless vanish with the march of time and intelligence.

Taken as a whole, however, there is much cause for congratulation. Teachers seem to be inspired with more zeal and energy. The methods of instruction have become less fixed and mechanical. The attendance is larger and is apparently becoming more regular and steady. New and substantial school buildings have in some instances supplanted the "wrecks of matter" known as the public school buildings, while others have been repaired and furnished with the desks and apparatus of modern times. New and improved text-books have been introduced, along with maps and charts and globes of recent date.

The spirit of progress and improvement is manifest also in the demand for improved methods of teaching, and in the largely increased attendance at the normal schools and the higher institutions of learning in our midst.

My sincere thanks are due to the trustees, teachers and patrons of the schools for their uniform kindness and courtesy, and for the hospitality which has been so generously extended to me, and especially to the Department for the many favors conferred.

Very truly yours,

JOHN F. SCHLOSSER,

School Commissioner.

FISHKILL LANDING, November 15, 1880.

DUTCHESS COUNTY — SECOND DISTRICT.

ION. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— The undersigned respectfully submits the following report relative to the condition of common schools in the second commissioner district of Dutchess county.

I have made 220 visits to the schools in my district during the last year. Few, perhaps, except those who are close observers and in full sympathy with the workings of the schools, can appreciate the value of these visits. The many words of cheer and consolation spoken on these occasions, if nothing else, are fruitful, and the voice of commissioner should not be set aside. If that should be done, the schools of this State would soon sink into oblivion.

TRUSTEES.

It matters little how faithful a commissioner may be in the discharge of his duties, if the trustees show a lack of interest the schools cannot flourish. To them has been more power granted than to any other agency connected with the system. They should be wise and good men. They are the direct guardians of the educational interests of the county, and the propelling power of the entire system. If they are indifferent, the work of the commissioner is wasted.

EXAMINATIONS.

Written examinations have been my practice for the past three years, and the results have given satisfaction.

NORMAL SCHOOLS.

The normal schools are regarded in this county as a success, and think they are accomplishing the work they were designed for. The general standard of teaching has been very much improved, in all places where sufficient wages have been paid to attract persons of superior culture and talent.

PRIVATE SCHOOLS.

Prominent among the schools in this district that contribute materially to the teachers of our public schools is the De Garmo Institute of Rhinebeck. This school is in active sympathy with good teaching everywhere, and the graduates that enter the district schools do the very best of work. A large number of them have been known personally to the commissioner, and he knows that they have done some of the finest teaching he has ever seen. The school is especially thorough in the fundamental branches, and this careful and conscientious thoroughness is carried by its students into their own teaching. It is fully up with the times in all its methods,

but does not allow itself to be run away with by crude and extravagant notions in educational matters. Its curriculum is a combination of scientific and classical culture, very desirable as a preparative for common-school teachers. It has a fine apparatus in physics, which is freely and skillfully used by the principal in class instruction. It seems to the commissioner that the instruction here is more real and substantial than any other he has met with in private schools, and it is this fact which accounts largely for its powerful influence in the district. Its principal, J. M. De Garmo, Ph. D., is a most earnest and able advocate for an improvement in the grade of teachers for common schools, and insists strenuously on the best of qualifications for the work. He is also in entire sympathy with the efforts of the commissioner to exact of every teacher substantial proof of qualifications for the work. We are inclined to look upon this school as one of the greatest of blessings to this district, as its influence is only for good.

INSTITUTE.

The county institute convened at Poughkeepsie May 31, and continued in session five days. A lively interest was manifested during the entire session by the friends of education, and especially by the teachers, as a greater number assembled for the purpose of conferring upon the great questions of common school education than has ever met at any previous session in said county. We know that the institute is becoming more popular each year, and believe it inspires the teachers with renewed zeal in their onerous work. Instructions were given and lectures delivered by Professors James Johonnot and John Kennedy. A large portion of the work was assigned to the teachers who, we are proud to say, responded in almost every instance with credit to themselves and with profit to the institute.

METHOD AND MANAGEMENT.

It is not saying too much, that the arrangements for the general management of our schools and the methods of instruction in the various departments are better than at any former period. System, based upon the fundamental principles of mental development, and measurably matured by experience, now lends its influence in regulating all school work in the district. It secures unity and homogeneity in the practical management of all the schools, and thereby increases the progress of each. It guides teachers in the discharge of official duty, and enhances the value of professional effort. It directs pupils in their studies, step by step, from the simple to the more complex phases of thought, in harmony with the laws of their being. This mode of expanding the intellect and storing the mind with useful knowledge is essential to a higher degree of success, and may it ever characterize all moral and mental instruction which may be imparted to the youth of our county.

In my opinion, there should be no change at present. It should be left until the people become thoroughly conversant with the present system.

CONCLUSION.

My thanks are due, and are hereby gratefully tendered to the Department, to all teachers, school officers, and friends of education, who have aided me in my legitimate efforts to promote the educational interests of our public schools.

Your obedient servant,

M. W. COLLINS,

School Commissioner.

RHINEBECK, November 29, 1880.

ERIE COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In accordance with your circular request, I have the honor to submit the following special report respecting school interests in the second commissioner district of Erie county.

The school-house in district No. 2, East Hamburg, was burned to the ground on the night of the first day of this last summer's term of school. The trustees immediately fitted up other rooms and re-opened school, and on the following Saturday night, there being no school in the house for the twenty-four hours previous, these rooms were burned, it being the undoubted work of an incendiary. No other rooms could be secured. The school was therefore suspended until the rebuilding of the school-house, which was not accomplished in time to enable them to make out twenty-eight weeks school for the year.

This was the only school building erected within the year. There are strong probabilities, however, that in the coming year several modernized structures will replace some of the old dilapidated school buildings now in use. In the past year several districts have replaced their old with choice new school furniture. There are not less than thirty others that should go and do likewise, or if unwilling themselves to do it, means should be taken to make them.

If such changes can be enforced by the school commissioner under the head of "alteration or repair on the school-house," or the "abatement of any nuisance in or upon the premises" which he may consider to "be necessary for the health or comfort of the pupils," considerable will be done in that direction the coming year. Nearly all the school premises are thrown open to the public, the old fence road line cleaned up, and in many instances trees are being set out for ornamentation or comfort.

VISITATIONS.

There are about one hundred and twenty separate schools or departments in this commissioner district, each of which I have endeavored to see from two to three times in the year; many have been seen oftener.

A few school districts have adopted the plan of hiring the teacher by the year, and those generally, in fact I know no exception, are making very fine and commendable progress. The great bane of the country school is the change of teacher every term. In this section there is a growing inclination to have a fall term commencing early in September, and continuing to mid-winter. And then a spring term to terminate before the fourth of July.

Under the law as it stands an out-going sole trustee can hire for only the term in progress while he is in office, which almost certainly insures a change in a short time. The frequent changing of teachers, or the employing of a teacher of only the third grade in a school where in reality none but a first grade should be employed, on the score of friendship or economy, are evils sorely to be regretted, but hardly to be prevented by the commissioner. According to the instructions of the school code a multitude may be entitled to third grade license, who could not gain a second, much less a first grade, and yet the holding of any license, save a limited third, opens to them every school door in the land.

WRITTEN EXAMINATIONS.

After a four years' experience, written examinations have proven eminently satisfactory to me, weeding out the poorly qualified, and decidedly raising the standard of qualification, some formerly passing first grade licenses, falling even to a third, and then by study recovering or quietly dropping out of the profession. I do most heartily indorse the proposition of having the Department issue questions to be submitted to candidates under suitable regulations, believing that it would insure a uniform standard for each grade throughout the State. My examinations have been held spring and fall, at those central points where fair-sized classes could be reasonably expected. To these classes have been presented a series of carefully studied questions that called for short explicit answers only. Every thing in the nature of quissical puzzles being eschewed as unworthy of the occasion.

The subject examinations were phonics, orthoepy, spelling, reading, penmanship, geography, arithmetic, grammar, history, algebra, civil government, physiology and the use of globes, omitting algebra and physiology at the spring examinations, and usually giving from ten to fifteen questions on each subject. The careful examination of the several hundred papers which are given me both spring and fall, and the marking conscientiously of the standing of each upon the scale of one hundred, constitutes the closest and hardest from two

three weeks' work I have to do in the whole year. In the past year, I have issued fifteen first grade, forty second grade, and one hundred third grade licenses. My rejections have been numerous.

TEACHERS' INSTITUTES AND CLASSES.

The teachers' institute held at Hamburg in the month of August, under the management of Profs. Buckham and Johonnot, was largely attended and universally esteemed as one of the most profitable ever held in the county. Prof. Johonnot is so easy of speech and pleasant thought, that let him touch any subject, it matters not how dry it be one naturally ever so dry, he is sure to make it lovely, interesting, rich and racy, while Prof. Buckham cannot be excelled in his fund of good, sound, practical common school sense and knowledge, just that kind so positively needed and earnestly sought after by every thoughtful teacher. Such conductors make teachers feel that the time and expense expended in attendance at the institute pays.

I am sorry to say that, at that time, as at former institutes, there were some teachers almost within sound of the institute bell, who, for fear of offending their patrons, did not put in an appearance. If the institute is of such worth as to warrant the expenditure of so much for its maintenance, should there not be some provision for enforced attendance on the part of the dilatory? Perhaps the teacher's license might be made somewhat contingent on attendance, and on the part of the district, perhaps it (the district) might be allowed to deduct from the whole number of days school was actually taught, the number of days the teacher was in actual attendance at the institute, using the remainder as the number by which to determine the average attendance, thus offering a premium to the district for the teacher's attendance.

NORMAL TEACHERS.

I would that I had a more extended experience with normal school teachers. What I have seen of them, even though they have only attended those schools but a term or two, has been highly satisfactory indeed. Most of the graduates of those institutions find engagements where better wages are paid than is usually given in rural districts. I have urged upon my teachers the advantage of those schools for special preparation, and have had the pleasure of making many appointments or recommendations in the past year.

ACADEMIES.

There are four academies under the visitation of the Regents in this commissioner district, three of which are in strong working order. These schools furnish most of the teachers coming under my observation. Until this fall they have had "teachers' classes," for which special instruction was provided by the Regents. I believe them to be of late giving more attention to the rudimentary

work, the kind of work required of these candidates when teaching in the school room, than formerly. If the instruction of the class was conducted daily by some member thereof, under the eye of the principal and the other members as *critics*, I believe that the profit of these classes would be greatly enhanced.

VOTERS.

Much interest was generally manifested in the subject of women voting at school meetings, and considerable disappointment experienced that the number entitled to vote was so limited. I think, however, the position taken by the Department was the only logical and legal one that could be held under the literal reading of the law. That the law as passed expressed the real intention of the Legislature I seriously question. Under its provisions several ladies have been elected to office. In one school district, the largest school of the town, a lady was elected as sole trustee, and another as clerk. The first act of the trustee was to write to the school commissioner for the address of several *first-class* teachers, from which she secured a teacher for the winter.

In this commissioner district there are but two school districts amenable to the law requiring the election of school officers on the day following the annual meeting. In my report of last year the effect and working of the new law in one of these districts was quite fully given. At the annual meeting in that district this fall, the following was unanimously adopted:

WHEREAS, The interested school men of union school district No. 1, town of Hamburg, have annually made most earnest efforts to secure a general compliance with the recent change of law in regard to the election of school officers, without avail, therefore

Resolved, That from a three years' experience and trial of said law we believe and know the said law to be pernicious and detrimental to the best interests of schools, and that to this district it proves to be an unmitigated and damaging nuisance.

Resolved, That the State Superintendent and the assemblyman from the fifth assembly district of Erie county be requested to use their influence for the repeal of the law, or at all events to procure an exemption of this school district from the operation thereof.

In the other school district no attention has ever been paid to it. However, at their last enumeration of children, they fell a little below three hundred (300), thus exempting them from its provisions; while another district has reported a trifle over the three hundred. In that one, also, no attention to the law has been paid. Farmers cannot be induced to leave the gathering of their crops at a catching season of the year to merely elect school officers.

SCHOOL YEAR.

This district has largely adopted the plan of a fall term, frequently commencing the last of August, and a spring term closing

as early as the fourth of July, and find their general average is much better than upon the old plan. If the commencement of the school year was changed to the fore part of August, they would experience much less difficulty in making out the daily attendance, and it would also contribute to the employment of more teachers by the year.

AVERAGE ATTENDANCE.

The present method of calculating the average attendance very effectually offers a premium for but twenty-eight weeks school in the year, of which fact many worldly-wise trustees have not been slow to take the advantage. If the number of school days in twenty-eight weeks was to be taken as the divisor in determining the average, the premium would be reversed, certainly a very desirable change.

TOWN TAXATION.

I have somewhere in my school reading seen a statement that the town taxation law was obsolete. The town of Hamburg evidently does not so regard it; as there they have for several years, with only an occasional, accidental omission, by *viva voce* vote, raised a large town school fund, making their schools of effect almost free from local tax. The general superiority of the schools of this town is largely attributable to the assistance given by this fund.

SCHOOL COMMISSIONS.

Save among active partisan politicians there is a general deep and growing desire to have a complete divorcement of our school system from the influence and realm of politics. It is for that reason, believing it tends to that end, that the school public have so universally and almost unanimously hailed with joy the giving women the right to vote on school matters. Now could the election of school commissioners be placed in the hands of school trustees, or in town boards of education, similar to the Pennsylvania method, or their appointment be made direct by the State Superintendent, the divorcement of our common schools from politics would be almost assured, and another important step would be taken toward the perfection of our great educational system.

Thanking you for your kind indulgence, and the many favors of the past, I have the honor to subscribe myself

Your obedient servant,

GEO. ABBOTT,

School Commissioner.

HAMBURG, February 5, 1881.

ERIE COUNTY — THIRD DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.— I have the honor to transmit herewith my annual report according to your instructions.

It will be gratifying to you, as it has been encouraging to me, that I am able to state that the general condition of the schools in my district has improved during the past year. I speak particularly in reference to the character and qualifications of the teachers employed and to the instruction given. During the year, I have rejected about one in five of the applicants that have come to me for certificates. The result is, that I have an older class of teachers, those who are in every respect more competent. I have examined candidates with reference to the following points, viz.: 1st. To ascertain whether or not they thoroughly understand arithmetic, grammar, geography, and spelling with the proper use of the signs of letters; 2d. To ascertain their natural ability and good sense; 3d. To test their capability of governing and managing a school; 4th. To test their ability to express their ideas and their tact in teaching; 5th. To satisfy myself as to their moral character and good habits. For grades higher than the third I have insisted upon examination in algebra, physiology, history of the United States, government and physical geography.

The number of teachers holding certificates in my district is barely sufficient to supply the schools.

I have adopted, and carried out, with satisfaction to myself and with profit to the teachers, the plan of teachers' drills. It is more than this: I invite all the teachers in each town to meet at a central place, where I spend two days or more with them, in talking about and illustrating the best methods of governing and managing a school and teaching the various branches. I have given special attention to the methods of teaching reading and spelling.

It has been my object to give all of my teachers, when they all together, whatever instruction I have to give before commencing their schools, with the understanding that I would visit them as early as possible in the term to see how they succeed. I have endeavored to visit each school at least once in every term, and have done so, with few exceptions. I have generally had the satisfaction of finding at every visit that the schools had improved.

The institute held in Springville, in my district, last spring, conducted by Profs. Lantry and Kennedy, was one of the best I attended. Those gentlemen will at any time receive a hearty welcome in Erie county.

Many of the school-houses have been repaired, and one new one has been built. Teachers' wages are considerably higher

they were last year. I find that the people are more willing to pay taxes for a good school than they are to pay lighter taxes for a poor one.

You ask for opinions or suggestions in regard to any proposed changes in the school law. My opinion is that our common school law, as it now stands, is one of the best in the world. It will be much better to carry it out in accordance with its intent than to tinker it.

I am, your obedient servant,

JOHN A. WELLS,

School Commissioner.

GOWANDA, November 11, 1880.

ESSEX COUNTY—FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I received a circular sometime ago, dated July 20, 1880, in which you ask and require that school commissioners make a written report to you, relative to the condition of education, the work accomplished by us during the past school year, the number of teachers licensed, and many other specific and important questions which I will endeavor to answer briefly.

During the past school year, I have accomplished the following work: Visited one hundred and twenty-seven schools, held examinations for teachers twice, in each town of my commissioner district, apportioned the public money to the different schools, organized and held a teachers' institute one week, organized a teachers' association, made an abstract of the trustees' reports, regulated the boundaries of districts in dispute, advised teachers and school officers in regard to their duties, and accomplished a great deal of incidental work that comes in a commissioner's line of duty. I have granted about seventy-five certificates during the past school year. My examinations have been both written and oral.

I think of no better method of examining and licensing teachers than the course now pursued. I have sometimes thought that it would be a good plan to let the State Superintendent prepare questions for all the commissioners of the State, and for the Legislature to establish the per cent. of the questions that applicants for certificates must answer to entitle them to a certificate.

There are some objections to this method as there are to all other methods. Those who answer the most questions upon examination day often teach poorer schools than those who answer less questions. It is my opinion that a written or oral examination is by no means a true test, in all cases, of an individual's ability to

teach a successful school. I have come to this conclusion by visiting schools and watching the course pursued by different teachers.

The school laws of the State are generally good.

The compulsory education law ought to be amended so that its provisions can be carried out.

I have no suggestions to make in regard to the laws relating to the apportionment of school moneys, the alterations of school district boundaries, the settlement of local and neighborhood difficulties, or the methods of the employment of teachers. The laws are good enough in relation to these matters, and ample provision is made to enforce them.

The schools of my district are progressing finely. Teachers are attending school, the associations and the institutes. At our first teachers' institute, there were only one hundred and twenty-six teachers present. At the last institute, there were one hundred and eighty-three teachers in attendance. This fact will show the spirit of the teachers, with regard to the value of institutes. The teachers' institutes have produced a good effect upon teachers and the patrons of the schools. Teachers and all others are beginning to realize that they are an important element in the common school system. All of the institute men have tried to earn the money paid them, and have given good satisfaction.

There are but few who have examined the history of the normal schools. Those acquainted with their workings, especially teachers, speak highly in their praise. My judgment is, that the great majority of these institutions are accomplishing the work designed by the Legislature when they were established.

There are, in this commissioner district, two high schools, from which a large number of common schools have been supplied with good teachers.

I would suggest that districts that give the teacher employed the time in attendance at an institute be paid back the money from the public money.

I think that all district officers should be paid a reasonable compensation for their services. Better men would compete for the offices, and there would be more strife than there is now. It needs good men for district officers, and to get good men they must have pay.

I believe the schools of this district are keeping pace with those of other commissioner districts in the State. I base my opinion upon the testimony of school commissioners, institute conductors and teachers.

I feel conscious that I have done every thing in my power to aid teachers in the matter of teaching, to advise trustees in regard to their duties, and to give to the schools the best teachers possible.

Trusting that I have answered the questions you required,

I am, your obedient servant,

JOHN T. HEALD,

School Commissioner.

UPPER JAY, *November 6, 1880.*

ESSEX COUNTY — SECOND DISTRICT.

NEIL GILMOUR,

Superintendent of Public Instruction :

— I have in the past year made over two hundred visits to the schools, held three examinations in the different towns, and examined the teachers' class, and have found an advance in regard to a uniformity of teaching reading, it coming taught by the word method.

Teachers are striving to be able to conduct a recitation without a text-book for momentary reference.

School-houses are, with two or three exceptions, comfortable. They are built, if not in the road, very near it, in a place accessible to sun and wind.

Trustees look closely after the financial part of their work. The system is rotating. The trustees seek to keep down expenses and to help the teacher.

Willingness to allow the teachers to attend the institute is becoming universal.

Country schools during the months of July and August are very well attended. They are kept up merely to get in the required amount to get the public money.

During the year, I have granted twelve first grade and twenty-second grade certificates.

A new school-house has been built, one new district formed, and one town has had its district re-mapped. Civil government and civics are being taught.

The effects of teachers' classes and institutes are apparent in the town.

We hope for the time when the universal demand will be for professional teachers so that the country schools will not be filled with those who use teaching as a stepping stone for something higher in estimation.

The statistical and financial part of my report has been forwarded to your office.

Concerning my wants, I may say that to me it seems too bad that school officers cannot be chosen in August; that some uniform examination is not required by the State below which commoners cannot license, and that some standard of qualification is required of the commissioner.

I am glad to receive personal visits and advice from you to aid us in our great work (of fixing a standard and working up to that standard which holds the future *weal* or *woe* in its hand,

I remain, your obedient servant,

L. B. NEWELL,

School Commissioner.

REPORT, December 15, 1880.

TWENTY-SEVENTH ANNUAL REPORT OF THE
FRANKLIN COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In compliance with the request contained in your circular of July 20, I respectfully submit the following report of the condition of the schools under my charge.

It is nearly two years since I entered upon the duties of my office, and never having during that time reported particularly in reference to the condition of the schools under my supervision, I thought it might be well for me to commence with the beginning of my term of office.

Shortly after assuming my official duties my predecessor placed in my hands the abstract of trustees' reports for the year 1878. On examining it I found that the number of districts embraced by this commissioner district was 94; the number of children of school age residing in those districts was 6,465; the number attending school some portion of the year was 4,496, and that the average daily attendance was 2,263.

The fact that only a little over one-third of the children were at school each day led me to inquire "where are the 4,202? Why are they not at school too? Where is the difficulty?" On visiting the schools I think I was enabled to discover some of the reasons for so small an attendance.

In many districts I found school houses so unwholesome, uncomfortable and uninviting, so totally destitute of any thing cheerful and attractive, that I did not wonder the children preferred their bright, happy homes and their pleasant surroundings to the unattractive places which their doting parents had provided for their school rooms. And now add to this the fact that the trustees invariably employed the teacher who would work cheapest, regardless of qualifications, and you have a slight idea of many, vastly too many, of our country schools. Another serious drawback in our schools is the frequent change of teachers, which, as a rule, occurs every term. Strange teachers with strange methods and peculiar notions are not conducive to a healthy and vigorous growth of our schools.

During the past two years, I have labored diligently to bring about a better state of things, by urging upon the inhabitants the necessity of providing more comfortable and convenient apartments, furnished with blackboards, maps, charts, etc., and by urging upon trustees the importance of securing better teachers. I am pleased to say my efforts have not been in vain.

A large number of school-houses have undergone thorough repairs, six new ones have been built, and I believe that three others are now in process of building. Better teachers are employed; and notwithstanding 280 less pupils of school age are reported this year than were reported two years ago, and that the diseases incident to childhood have prevailed among children throughout the

county, during the past year, there has been a steady increase in the average daily attendance.

Upon the whole we believe we have reason to be encouraged. There seems to be a lively and growing interest on the part of both parents and pupils, a more earnest inquiry for competent teachers is manifested, more real teaching and less cramming is done in our schools; the old way of our grandfathers gradually giving place to the modern and improved methods of teaching.

I have made one hundred and ninety visits to schools, during the year, usually spending half a day in each school.

As a consequence of these visits I think I may safely say some good results have been attained. Errors, in the manner of conducting recitations and in the government of the schools, have been corrected; the children are more regular in attendance at school, more earnest and thorough in their work, having a higher appreciation of the advantages afforded by our common schools; teachers have been brought to feel the importance of their position and the responsibilities resting upon them, and are putting forth new efforts to make their schools entertaining, interesting, pleasant and attractive.

EXAMINATIONS.

I have licensed one hundred and seventy-five teachers during the year; twenty-five had never taught.

My method of examining and licensing teachers differs somewhat from that usually practiced in this district. At stated times and places the teachers are convened for that purpose when an examination, partly written and partly oral, is given them, and certificates, according to the merits of their examination, granted.

A set of questions, consisting of ten questions to each subject, has previously been prepared; each question marked ten — thus making one hundred credits for each subject. These are printed on slips of paper, each subject separately. Each teacher is furnished with questions and paper, and a definite time given to write out the answers — some subjects requiring more time than others.

Written examinations seem to be the most practicable means of ascertaining the literary attainments of applicants, and when followed by oral, the examiner is enabled to judge somewhat of other necessary qualifications.

INSTITUTES.

The teachers' institute for this county was held in Malone in October last, conducted by Professors Pooler and Holden. The attendance and interest were gratifying indeed. The instruction given, thorough and practical. The eagerness and earnestness with which teachers grasped new ideas, when presented, clearly evinced the fact that they appreciate and value the opportunities afforded by our institutes for building themselves up in their profession.

As we have not had an opportunity of judging of their work we are not in position to determine the extent to which teachers have been benefited. But judging from our own experience we are convinced that the benefits derived from a well conducted institute are of great value to the successful teacher, and we predict that much good will result from the instruction given at our late institute.

A very important feature connected with our institute this year was the organization of a county teachers' association.

NORMAL SCHOOLS.

I am pleased to say that the normal schools are gaining favor in this county. The prejudices, which have heretofore closed the doors of many of our schools to teachers who were trained in the art of teaching, are being gradually removed, and in some districts the experiment of employing a new fashioned teacher has been made with satisfactory results.

I believe the design of the Legislature, in establishing our normal schools, was to provide for the training of teachers for our common schools. It is a fact to be deplored that the majority of our normal graduates are unwilling to take the field designed for them, but are seeking positions in high schools and academies. One reason for this, we believe, is the low wages offered by trustees in our district schools. They think they cannot afford to spend time and money to fit themselves for good work and receive such meager compensation for their services. We hope the time is not far distant when trained teachers will be the rule and not the exception.

ACADEMIES.

If there is any thing that the people of Franklin county may justly be proud of it is their academies and their system of graded schools connected with them. The hearty and liberal support given them is evidence that they are highly appreciated by all lovers of the cause of education.

Franklin Academy.

Franklin Academy, situated in the village of Malone, was incorporated April 28, 1831, and with the completion of the present year, attains the age of fifty years. The buildings are situated upon a pleasant common of four acres, in a commanding position, on the west side of the river. The lot is valued at \$9,000. The present building, which is the fourth in the order of erection, was built in 1870 at a cost of \$40,000, and contains both academy and a part of the graded school. Eleven principals have been connected with the institution, and the twelfth one, Mr. M. E. McClary, has its interests now in charge. Prof. McClary is the right man in the right place. The present prosperous condition of the school is largely due to his energetic efforts and untiring zeal.

Control.

The academy is under the control of the Malone board of education, half of whose members are chosen from the trustees of the academy.

Instructors.

The instructors consist of Martin E. McClary and Charlotte M. Kloss.

Courses of Instruction.

There are three courses—each course requiring three years; first, the classical, which aims to give a good preparation for our leading colleges; second, the Latin-English is intended for young ladies and gentlemen who are looking to some special course, and the English which embraces the elements of good education.

Normal Class.

For sometime we have felt that the methods used in our graded schools should become the common property of the county, and that the benefits which as a town were received from them should be shared by others in the county. The first step taken to carry out this design was to request that a class might be formed at the academy, which should be devoted exclusively to the instruction of teachers in the art of teaching.

In pursuance of this plan a class was formed in the spring term of 1880, which numbered over fifty. The success of the plan led to the forming a special course, during the fall term of each year, for teachers. The membership during the past term was twenty-six.

We feel confident that seed has been sown by this "new departure," that shall bear rich fruit for the cause of education in our county.

Prof. McClary, Miss Sarah Perry, superintendent of grades, and Miss Clara Parmelee are the instructors of this class, and the very gratifying results are attributable to their earnest and efficient efforts.

I have, through the county papers, advised the people of our training school for teachers, urging the trustees to employ those who have made some special preparation for their work; and it is a very encouraging fact that the teachers of this class are, this fall, preferred to others even though they had more experience.

Prizes.

By the kindness of the Hon. William A. Wheeler, the sum of two hundred dollars was received in the year 1878-9, and distributed among the schools, to be awarded in prizes to those pupils who attained the highest degree of excellence. This was attended with such satisfactory results that the same gentleman gave for the year 1880-81 the generous sum of five hundred dollars for a like

purpose. Of this sum, the academy received one hundred and forty-eight dollars; twenty-seven of which is given in prizes to the teachers' class.

Attendance.

The attendance at the academy for the school year ending	
September 30, 1878.....	79
For the school year ending September 30, 1879.....	85
For the school year ending September 30, 1880.....	145

This fact shows there is life in the school and that the work is well done.

In the year ending September 30, 1880, there were one hundred and sixty-four non-resident pupils in the school, of which seventy-six were in attendance at the academy. This is a large increase from last year.

Regents.

The whole number of pupils who passed Regents' examination during the years from 1866 to 1877-8 was	166
Average for each year.....	15
Average for each year in State	14.2
Number who passed 1878-9.....	19
Number who passed 1879-80	24

This gain is due partly to the increased number of those who have been at school and partly to the stimulus of Mr. Wheeler's prizes.

Graduates.

During the past four years, twenty-two pupils have completed one of the full courses; of this number, seven are now attending colleges, as follows: One at Yale, 1 at Dartmouth, 1 at Hamilton, 1 at Columbia, and 3 at Cornell.

Library.

There is a well selected library of over seventeen hundred volumes, which is of great assistance to all pupils. It is free to all, under certain restrictions. Large additions are made each year.

The Grades.

Connected with the Franklin Academy is a system of graded schools which, for thorough and systematic work and the excellence of its methods, ranks among the first, of like kindred, in the State. Although connected with the academy, the work in these schools is distinct — their interests being in charge of a superintendent.

The whole number of pupils enrolled, during the past year, was 1,017; number of grades 9; number of schools 16.

At the beginning of the present term two schools were formed the sixth grade, and at the last annual school meeting a resolution was passed to form another primary in the north part of the district. The building will probably be ready for use at the beginning of the next school year.

A building accommodating four grades was erected last year in the east part of the district, at an expense of \$7,000. Its location one of the pleasantest in the village, its arrangement of rooms convenient, and its furnishings complete in every respect. The teachers are all ladies, and with regard to order and thoroughness this school is a model. The bearing of the whole school is that of a well regulated happy family.

A decided improvement is noticeable in all the schools during the year. This is due to the watchful care of an educated and general school board, and to the painstaking efforts of a corps of teachers who, without exception, are intelligently enthusiastic over their work, tireless in their search for improved methods and thorough in the application of them. While we feel that a perceptible advance has been made in all the work, we believe that it is just special mention should be made of the results attained in reading, spelling, number and language.

Primary Reading.

In teaching beginners to read, the sentence method is used, and it is more gratifying results than in any previous year. This is owing to the better understanding of the principles on which the method is based, and on account of a better acquaintance with the method by the patrons, there seems to be less necessity for commencing with other methods of less merit.

We believe that the teacher is, in a measure, at least, responsible for the character of the literature chosen by the pupil, not only before, after he leaves school, and that the influence of the primary methods in creating this taste for *good* reading is indicated by the number of applications made for books each week at the village library.

Spelling and Penmanship.

Excellent work has been done in spelling and penmanship by all, especially the primary grades. The slate is almost constantly in the hands of the little ones, and with careful supervision and correction of all work by the teacher, constant progress has been made. But oral spelling is used even in the advanced grades. The tests of the pupil's ability to spell are in writing, and at the examinations which occur twice each term, the standing in this subject is made out in the written work in all other subjects.

Arithmetic.

Trüb's method of treating numbers is used in the primary grades and with the best results. Each number with all its relations to preceding numbers is treated before a new number is considered.

A greater degree of thoroughness and accurate work in arithmetic may be noted in the advanced grades. The quality of the work is made important instead of the number of subjects considered; accuracy and a thorough understanding of principles rather than descriptions and formulas.

Grammar.

While it is the duty of the teacher to aid the child in becoming familiar with correct forms of spoken language, she has no right to consider her work as finished until he is able to clothe his thoughts in good written language. Believing that these forms are acquired in most cases, at least, before children are sufficiently matured to study technical grammar, and that they are acquired by much practice in speaking and writing, the superintendent established, at the beginning of the spring term, a course of graded lessons in composition for the fifth, sixth and seven grades, to take the place of the work formerly done in grammar. From the results we have already seen of this "new departure" we feel warranted in saying that pupils who complete the work of the grades will not only have a better knowledge of technical grammar, but will have gained vastly in their ability to use the English language correctly.

Physiology and Botany.

The fifth grades have also done admirable work in physiology and botany. This work, with the pupils of the lower grades, may be considered invaluable for the reasons that many of the lessons are of the greatest practical benefit to the pupils, and a disposition is induced for further investigation and study in these and their kindred sciences.

The teachers are deserving of all praise for the attractiveness given to the work, and the thoroughness with which it was accomplished.

Drawing.

At the beginning of the year, Walter Smith's system of industrial drawing was introduced, and thus far the work has been commendably done.

Music.

Usually one lesson is given each week to each grade. This work is done by a special teacher, who has, during the past year, systematized the work with regard to the abilities of the different grades. More certain advancement must consequently be made. It is needless to make mention of the influence of this exercise upon the department of the schools. There has recently been quite a "falling off" in the number of refractory pupils. This may be accounted

for, in part, by the increased interest awakened in the schools — the consequent, less time being found for mischief.

Conclusion.

With grateful acknowledgment of the liberal support given me on the part of the people, of the hearty co-operation of school officers and teachers, in my efforts to elevate the standard of our schools; and of the courteous and prompt attention given all my communications by the Department,

I am, very respectfully yours,

S. A. ELLSWORTH,

School Commissioner.

BURKE CENTRE, November 15, 1880.

FRANKLIN COUNTY — SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—Aside from the abstract already forwarded to your Department, I respectfully submit the following report.

There are in this commissioner district eight towns, situated in the northern and western part of Franklin county, extending on the north along Canada line 24 miles, on the west along the east line of St. Lawrence county 60 miles, comprising within its limits 85 common school districts, with as many school-houses scattered along the valley of the St. Lawrence, clinging to the foot hills of the Adirondacks, and some far up among the streams and ponds of the sporting forests. In those schools there are employed each term 95 teachers. During the past year, I have made 175 official visits to those schools, sometimes visiting only one school in a day, suggesting to teachers improvements in conducting recitations, assigning lessons, etc., but on the average inspecting about two schools in a day. Have held six separate classes within the county for the purpose of examining and granting certificates to teachers. The examinations were partly oral and partly written, the written similar to those instituted by the Regents, viz. : A set of printed questions, the answers to be written, with a set time for each subject.

I have licensed 135 teachers within the year. I do not know that I am prepared to make any suggestions as to improvements which may be made in methods for licensing teachers. A common sense view of any thing should receive approval, and is it not a fact that in judging of the fitness of an applicant a *personal* observation of their deportment and general bearing should be taken into consideration, aside from their papers prepared in the class? Were

the requisites for a good teacher confined to mere book knowledge, then some method similar to that of the Regents in passing students from the grades might be considered. The present law of the State in regard to the apportionment of the public money is admirably adapted to the wants of the rural districts. In its practical workings it is a strong incentive for parents, and especially tax payers, to keep their children in school, and it sufficiently protects all.

At the last apportionment in this county each resident child of school age drew 53 cents, and the apportionment for each average day's attendance was \$1.47 (discarding the fractions of a cent). I have used every means to acquaint the people with the workings of this method of apportionment, by talking it to the schools and teachers. Last September I addressed a printed circular to each of the trustees, to be read at their annual school meeting; among other things calling their attention to the fact that children who did not attend school drew only 53 cents of public money, while a child who attended school every day of the session drew \$2. Touch a man's pocket and you give his intellect a jog.

Two years ago I issued to the school districts printed blanks for the teachers, to make to me, each term, a special report containing the name of each child attending school, its age, number of days' attendance, and number of times tardy; and on visiting the school I make special mention of those who have not been tardy or absent more than a given number of times. In many schools where tardiness was the rule, to-day it is the exception, and to this special report has since been added the class standing of each child in his lessons. Growing out of this is a desire in the schools to have printed cards, one for each pupil, on which the teacher, each week, places the number of days' attendance, number of times tardy, deportment and standing in class recitation. The children take it to the parents for examination and signature, then return it to the teacher to receive the next week's standing. The little folks like it, although it makes more work for teacher and commissioner. While I am now writing, an order comes, "Please send me a hundred of those cards."

Perhaps the most serious obstacle to the advancement of our common district schools is the present system of trustees and their methods of the employment of teachers. Every year I notice reports on the subject, setting forth the evils in detail; yet the half has not been told. Our educational interests require some more permanent supervision.

The *institute* work done in this county for the past five years has materially aided both teachers and commissioners, and the foot-prints of the able conductors furnished by your Department are plainly visible in our schools. The public sentiment is decidedly in their favor.

That the *normal schools* of the State have done a great and good work does not admit of a doubt. At a time when teachers were each experimenting for themselves, those institutions arose like the

ag-staff of a scattered wandering army, a rallying point around which the best fruits of the past could be gathered, and in the hands of warm zealous workers be formed into a scientific basis for teaching, the influence from which shall more or less pervade every common school in the State. That influence for good is being met and welcomed by the mass of the well-wishers of our educational interests. Let us hold to our present light until some brighter shining star of the future shall reveal a path by which the teacher may more effectually avoid the blundering experiments of the past.

The academy at Ft. Covington under its efficient board of education is doing good work; its teachers' class has furnished some of the best teachers in my commissioner district. The primary departments are furnished with teachers who understand their work. The most approved methods have been introduced, and in their new and commodious building we predict a prosperous future.

A private school under the patronage of the Roman Catholic society has recently been established at Hogansburg. Through the courtesy of Mr. Grow, a merchant of the village, I have had the pleasure of visiting the school. A goodly number of pupils was in attendance. For the accommodation of this school a splendid new edifice has been erected costing several thousand dollars, and with its present corps of efficient teachers it cannot well fail of success.

That the common schools are gradually advancing in point of interest and efficiency is a well established fact with us, founded upon personal observation and examination of their condition for the last five years, and the records corroborate that opinion. In 1875 there were in this commissioner district 5,447 children of school age with an average daily attendance of 1,903. In 1880 there were only 5,283 children (and a portion of those attending a private school), with an average daily attendance of 1,975, showing that with 164 less children the average daily attendance has increased 72, and notwithstanding this falling off of 164 children, the number of days of actual attendance at the common schools in this commissioner district is 27,158 more than in 1875.

Very respectfully yours,

D. D. D. DEWEY,

School Commissioner.

MOIRA, October 30, 1880.

FULTON COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In accordance with your requirements, I most respectfully submit the following, in addition to my financial and statistical reports.

My time has been fully occupied during the past year, in trying

to better the condition of the schools of this county. How well I may have succeeded in accomplishing this object, in how great a degree I may have succeeded in bettering their condition, I cannot now be expected to say. Time alone will tell.

I visited every school under my supervision once, all but five twice, and many of them three times. The five schools which I visited but once during the past year, were not in session when I reached them the second time. To accomplish this, I made 280 official inspections and traveled over 2,500 miles.

The 117 school districts of this county employed 159 teachers during the year, an average of 32 weeks and 3 days. You will observe from this, that the commissioner, in order to visit ever teacher during both the summer and winter terms, must devote the whole of his time in that direction, while the schools are in session.

I have made it my aim to so conduct my official visits as to be regarded by all as a friend who has come for the purpose of aiding them in their work. I have also urged trustees and patrons to manifest a greater interest in their schools, to visit them occasionally and thereby encourage both teacher and pupils.

The union schools located in the villages of Johnstown and Gloversville are in a flourishing condition. They are well organized and well conducted. The one at Gloversville employed 20 teachers during the past year, registered 1,283 pupils, with an average attendance of 843. The board of education is composed of some of the wisest and most liberal-minded men of the village. They are proud of their school, and are willing to do all in their power to sustain it.

The one located in the village of Johnstown employed 15 teachers, registered 966 pupils, with an average attendance of 643. The board of education too, consists of the best and most enterprising business men of the village. They are untiring in their efforts to sustain their school, and their liberality plainly shows that they are wide-awake in the cause of education. Some of our best teachers have received their training in the teachers' class connected with this school.

I have labored earnestly to raise the standard of teachers' qualifications, by subjecting every applicant to an examination, and withholding certificates from those whom I thought unqualified. I have held public examinations at different points in the county, employing what is called the written method, and have licensed 88 teachers.

I demanded a satisfactory examination in the following subjects, for third grade certificates: Orthography, reading, spelling, penmanship, geography, including use of maps and globes, arithmetic and grammar. For second grade, I required 80 per cent. of the questions on the subjects mentioned above, with the addition of United States history and civil government. For first grade, I demanded 90 per cent. of the questions required for second grade, with the addition of physiology and algebra.

The above has been my *rule*. The *exceptions* are these: You

will observe by referring to my statistical report, that there are two districts in this county with an assessed valuation of all real estate and personal property less than \$3,000 each. There are 16 others with an assessed valuation less than \$5,000 each; and 30 others with a valuation ranging from \$5,000 to \$10,000.

Taxation for school purposes in many of those districts has become a burden. Trustees are compelled to hire for very low wages, and the commissioner is forced to grant certificates to persons possessing a very limited degree of literary qualifications.

District libraries, so far as their usefulness is concerned, are things of the past. They amount to nothing, and I fail to see the propriety of appropriating money for their support.

In my report submitted to the Department last fall, I stated that there were eight school-houses in this county, entirely unfit for use. By persistent effort, I have succeeded in having three of these thoroughly repaired. I have directed *my guns* against the other five, and I intend to keep up a continual fire, until the *few*, who are still holding these rickety old forts, shall surrender. Nevertheless we have had some good schools in these forsaken-looking school-houses.

It seems to me that those who advocate the enforcement of the "Compulsory Education Act," who would send out ministers of the law to force children into our schools, do not view the matter from a proper stand-point. It is evident that compulsion, as a means of securing attendance, is a failure. And, in my opinion, it always will be in a free country. I can conceive how it is possible to force children to school in a country which governs all its subjects by centralized power; but in a country like ours, where self-government is the leading thought of the people, compulsion, or any thing which tends in that direction is resisted. More attractive school-houses and better teachers are good substitutes for compulsory education.

Four appointments to the State Normal School at Albany, and one to the State Normal School at Brockport, have been made from this county, during the past year. While these institutions may not accomplish *FULLY* the work designed by the Legislature, when they were established, in my opinion, they are doing a *good* work. Normal graduates stand at the head of the teachers' profession. Their services are sought where their salaries can be paid.

The teachers' institute was held in the court house at Johnstown, commencing October 4, and continued five days. There were 181 teachers present, an increase of thirty over last year. The gentlemen who conducted the exercises, Professors Post and Baldwin, were practical and energetic, and their suggestions were highly appreciated by the teachers. Our evening sessions, which consisted of lectures and discussions, were well attended by the teachers and citizens. Lasting impressions for good are made by these itinerant normal schools. Let them be sustained. We cannot afford to be deprived of them.

At a competitive examination, held in Kingsboro, last June, John M. Drury received the appointment to Cornell University.

Our schools as a whole are tending upward. Teachers are doing better work. Parents are taking a greater interest, and every thing looks encouraging.

I desire, in conclusion, to thank the Department of Public Instruction, for the promptness with which all my inquiries have been answered, and the advice which I have received from it.

With high hope of the future, and with a determination to do all in my power to improve the schools of Fulton county,

I am, yours very truly,

D. D. CROUSE,

School Commissioner.

BROADALBIN, *November 26, 1880.*

GENESEE COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with your request, I respectfully submit the following brief report in relation to the schools under my supervision.

Number of school districts in this county	155
Number having school-houses in this county ...	139
Number of duly licensed teachers employed and teaching at the same time	159
Number of children between 5 and 21 years of age residing in the county on the 30th day of September, 1880	10,046
Number of children attending the public schools during the year	6,969
Average daily attendance during the year.....	3,667.737
Average number registered per teacher.....	41.943
Average daily attendance per teacher.....	23.064
Average number of weeks each school was taught	31.793
Number of inspections by commissioner.....	241
Amount of land used for sites.....	50A. 52 rds.
Assessed valuation of property for school purposes	\$16,720,656 00
Estimated value of school property as taken from trustees' reports	154,875 00
Amount raised by tax for all school purposes ...	35,041 64
Average rate of tax per dollar .....	.00209

Number of frame school-houses	114
Number of stone school-houses	16
Number of brick school-houses	9

FINANCIAL SUMMARY REPORT.

Receipts.

Amount on hand October 1, 1879	\$2, 985 82
Amount apportioned to districts'	21, 025 92
Amount raised by tax	35, 041 64
Amount received from other sources	1, 957 14
Total	<u>\$61, 010 52</u>

Payments.

For teachers' wages	\$39, 357 29
For libraries	309 40
For school apparatus	146 35
For school-houses, fences, repairs, etc	5, 033 17
For incidental expenses	13, 020 83
Amount on hand September 30, 1880	3, 143 48
Total	<u>\$61, 010 52</u>

There is an increasing and wholesome interest in educational matters in Genesee county. The demand for professional teachers and normal graduates is steadily growing. A desire for improved methods in imparting instruction, less *hearing recitations* and *more teaching*, is prevalent among the people. Our best schools are those where teachers are retained for a series of terms and paid fair compensation for their work.

Institutes are doing much for our schools in presenting the best methods of instruction and creating an interest in their workings. I notice with pleasure that at each succeeding institute held here more and more of the officers, patrons and friends of our schools attend, and manifest a great interest in the exercises. I believe this to be ominous of good results.

We need a greater co-operation of patrons and friends in visiting our schools. Were the people to attend to this matter more closely, it would stimulate the teachers to better work and make the schools more efficient.

I desire to express my thanks to the Superintendent and the Department, for courtesies extended and favors granted during the past five years.

Very respectfully,

your obedient servant,

C. V. HOOPER,

School Commissioner.

BATAVIA, February 2, 1881.

TWENTY-SEVENTH ANNUAL REPORT OF THE
GREENE COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In accordance with your directions, I transmit the following report of the condition of the schools under my jurisdiction.

I believe the common schools of this commissioner district have shown, during the past few years, a decided improvement, not only with reference to the qualification of the teachers employed, but also as regards the interest shown in them and the willingness with which, in many cases, their support is furnished. For a verification of this opinion, I am willing to appeal to the judgment of the institute instructors who have come among our teachers and had opportunities to note the standard of ability furnished, and to the public sentiment of the district which perhaps is ready to concede the fact of any favorable change.

It has certainly been within the last five years that teachers have really awakened to the importance of methods in teaching. The old rote method was once good enough. Its sufficiency was never questioned. Now the teacher who asks questions merely as given in the text-book is voted behind the times. Formerly a teacher had only to contract with the trustee; the element of uncertainty in an application for license to teach was never seriously considered. It has now become one of the telling conditions in a contract to teach.

Geographically considered, the district is composed of seven townships, or about one-half of Greene county, and contains seventy-six school districts within the county, with seventy-seven school-houses. One half the district is situated among the Catskill mountains, so that a complete visitation involves the passing and repassing several times ranges at the height of from two to three thousand feet, besides the ordinary difficulties incident to travel in winter and over hard roads among the mountains.

I have made, during the past year, ninety-six official visitations. My plan generally is to reach two schools each day, and to spend as nearly as practicable one-half day at a school. However, I think this method of supervision is better than any thing yet suggested. It does not work wonders, neither does it furnish a remedy for all the defects of our organized schools and school districts. The pupils are led to believe that there is somebody in the wide world whose attention is directed to them and their wants. That the work they are engaged in is of some consequence, and that they are scrutinized by one who has the force of law behind him in the encouragement and advice which he may give. The teacher is reminded that slovenly work, indolence and inattention to the duties of his position will be detected although practiced behind the gaze of patrons and school officers; that his professional standing will be determined to a great extent by the observations made at these visits, so that a wholesome effect upon the teacher and pupil is produced by the

prospective as well as the real visit. Many teachers readily give their assent to plans suggested by commissioners, but they naturally and almost unconsciously fall back into, or keep straight along in, the old ways traveled by their fathers or their fathers' fathers. The force of habit with some is stronger than the power of public opinion. The difficulties in the way of creating sweeping or even satisfactory reforms in a brief period are such, that I feel constrained at times to content myself with making a crusade against some of the more marked evils and abuses tolerated, trusting that with time and a little heaven there may be wrought out the more complete reformation.

I have licensed during the school year ending September 30, 1880, one hundred and forty-five teachers. One hundred and forty-two licensed by local officers, and nine holding State certificates or normal diplomas were employed in the district. This indicates a great many changes during the year, as only ninety-seven are required to fill the schools.

My method of examination is to hold meetings in the several towns both in the spring and fall. At these meetings written examinations are required, and the aim has been to secure thoroughness in the common branches, rather than to require proficiency in higher English studies. These meetings have been well attended, and good results have been attained, as the decrease in the number of disappointed applicants every year attests.

I have discouraged as much as possible the custom among teachers of applying for licences in the intervals between these meetings, well knowing that what is called a "private examination" is generally incomplete and unsatisfactory, and almost always opens the way for a great deal of personal solicitation in behalf of the applicant that is blind to every thing except the desired certificate.

I believe that a law compelling would-be teachers to present a Regents' certificate or its equivalent as a preliminary qualification for a commissioner's license would act as a wholesome check upon the too frequent and lavish distribution of teachers' certificates that indicate nothing but the gross incompetency of the school officer, and would at certain times relieve the commissioner of an option disagreeable and perilous however exercised. It may be somewhat humiliating to confess that an officer, one of whose chief duties is to restrain others should himself need the restraints of law from exercising the natural and apparently normal duties of his office; yet this is in harmony with the principles of our government, made up as it is of a system of checks and balances.

But the greatest difficulty in the way of efficient schools in this commissioner district, is the unequal distribution of property and children among the school districts. They range all the way from a district having 1,108 children between the ages of 5 and 21 years, and an assessed valuation of \$825,000—to a district having only 11 such children and a valuation of \$1,335. There are six districts having

a valuation less than \$3,000 each, and twenty-one having an assessment less than \$5,000 each. There are twenty having less than 30 children of school age, within the limits of each, and 36 each having less than 40 such children. So it would seem that in many of the districts it is impossible to have good and prosperous schools despite all efforts at supervision or in any other direction.

There is not a sufficient number of pupils to make up a school, neither is there an adequate amount of wealth to bear the necessary burden of taxation. As a consequence, cheap teachers, cheap apparatus, and cheap schools become necessities of the town, if any school at all is supported. During the school year just ended, forty-one districts out of the seventy-six, under my jurisdiction, spent for all school purposes less than \$200 each, and sixty-one expended less than \$300. It needs but a brief computation to demonstrate how utterly insufficient these amounts are to afford for 30 or 40 weeks the services of a good teacher, besides paying the necessary expenses incident to an organized school.

The office of trustee is generally passed around among the inhabitants of the respective districts, and is considered a sort of burden to be borne equally by the people, so that the chances of having uneducated trustees, or those knowing next to nothing of school management, are as likely to prevail as the contrary. No institution or business can succeed without an immediate and intelligent supervision. How then can a system prove effective which is carried on under the management of directors selected only, generally, at random? There is hardly a trustee's report sent me that is correct, and many are wanting in the most important information. As a remedy let us, if necessary, ransack the townships for competent school officers and place the management of the whole town under one board of fifty chosen men.

There has been a marked interest of late in the teachers' institutes held in this county. The fall of 1876 gave us an average attendance of about one hundred. The institute roll for the last session, which was held in September with Profs. Johonnot and Post as conductors, shows a daily average of 177 and a total attendance of 210. These meetings have done much to awaken and direct teachers in their work, and are becoming deservedly popular. Only one session a year thus far has been requested under the present regulation, because teachers have generally felt too poor to attend more than that in one year, and with their present wages it is all they can afford.

From what I see of the workings of the normal schools and the institutes, I am led to believe that the latter are far more efficient than the former. The persons who graduate at the normal schools are no more likely to follow teaching for a profession than those receiving their education at any other institution. The inducements to follow the profession of teaching are such that people take up with that which offers the best return. The obligation to follow

a calling when something else pays better seems to be no more binding upon a normal graduate than upon any other individual. My suggestion would¹ be to make the institute in its best estate accessible to every teacher without excuse.

The teachers of this district, within the period of my official career, have done nobly, and I wish to bespeak for them the favorable consideration of the public. They have worked faithfully with small wages, and earned a great deal more than they have received. The fault is not primarily with them. They have faults, but they are chargeable to the circumstances of their situation. There is a good teacher for every district that pays for one. I have endeavored to enable the people to obtain the best teachers which the money to be expended would hire.

The school year just ended shows an increase in the average daily attendance of 89 over the previous year. There have never been as many or as prosperous teachers' associations as now in the district. The people were, perhaps, never more alive to the importance of having good facilities for the education of the masses; but the difficulties, as I have stated, are such as to preclude the possibility of any sudden or complete educational development. I trust the day may not be far distant when the people of this district will all see that it is to their advantage to pay teachers a reasonable compensation—when their profession shall be treated as an honorable one—when the burlesque term of "school marns" shall not be deemed good enough to indicate the persons who are shaping the destinies of the 4,000 children that daily attend our schools; and when the toiling laborers intrusted with this responsibility shall receive the recognition which the dignity of their calling demands.

Please accept my thanks for many favors conferred by the Department, and for the promptness and courteous manner with which my frequent requests have been complied with.

CLARENCE E. BLOODGOOD,
School Commissioner.

CATSKILL, December 15, 1880.

GREENE COUNTY — SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I respectfully submit the following brief statement in regard to the schools under my supervision.

This commissioner district comprises the towns of Ashland, Coxsackie, Durham, Greenville, New Baltimore, Prattsville and Windham, which are subdivided into eighty-six school districts, and parts of districts, three of which are joint, having their school-houses in other counties, leaving in this county eighty-three school-houses subject to visitation by the commissioner. The number of

duly licensed teachers employed and teaching for twenty eight weeks or more, during the past year, was one hundred and forty-two. Of these, one hundred and thirty-two were licensed by local officers, seven by the State Superintendent, and three by the State Normal School at Albany. Fifty-eight were males, and one hundred and one were females. The number who taught two consecutive terms in the same district was thirty-five, leaving fifty-three districts that employed teachers for only one term. These frequent changes are a serious detriment to the proper advancement of our schools, and I have endeavored to impress upon trustees the importance of retaining teachers when found capable and efficient.

Trustees' reports have been received from all the districts, and showed that school had been maintained in each the time required by law to entitle them to share in the distribution of public money. Sixty-four of our schools were taught on an average of thirty-four weeks; nineteen for only twenty-eight weeks. These schools are not continued after the required time of twenty-eight weeks have been completed, for the reason that every week of summer school in the rural districts decreases the average daily attendance because the attendance during the winter time is greater than during the summer, therefore these districts draw more money by having only the twenty-eight weeks of school. Would it not have a tendency to lengthen the school term from three to six weeks, and do much to stimulate trustees and others to encourage attendance, if that portion of the public money which is now distributed according to the average daily attendance was apportioned on the basis of the whole number of days' attendance in the district?

The following comparative table of statistical items taken from my abstracts of trustees' reports for the preceding two years will show to some extent the present condition of our schools, and what progress has been made, during the past year, in any of the items mentioned:

	1879.	1880.
Number of children over 5 and under 21 years of age, residing in the districts was.....	4,327	4,166
Number in attendance.....	3,388	3,250
Daily average attendance.....	1,577	1,646
Whole number of days of attendance.....	266,952	275,217
Number of inspections by commissioner.....	120	137
Number of volumes in district libraries.....	3,579	2,980
Value of district libraries..	984	912
Number of libraries having a case for books...	54	51

By an examination of the above table it will be seen that the number of children over five and under twenty-one years of age was 161 less in 1880 than in the preceding year; the number in attendance 138 less, while the average daily attendance for the year 1880 was 131 more than in the year 1879, and the whole number of days' attendance of children residing in the districts was 8,299 more. With a less num-

ber of children reported in 1880, these figures show that there was a more steady attendance, which gain is a very important item in the education of the children.

The following is the financial statement of the district for the year 1880 :

Receipts.

Amount on hand October 1, 1879	\$176 20
Apportioned to districts	10, 332 65
Raised by tax	8, 171 31
Other sources not named	2, 532 52
Total	\$21, 212 68

Payments.

For teachers' wages	\$18, 914 66
For libraries	50 05
For school apparatus	13 97
For school-houses and sites	606 27
For incidental expenses	1, 205 12
Amount on hand September 30, 1880	322 61
Total	\$21, 212 68

One union free school was formed in this district under the provisions of the general law, October 23, 1880, by consolidating districts Nos. 1, 2 and 3, which composed the flourishing and enterprising village of Cossackie. The board of education consists of nine members, who are some of the most prominent and liberal-minded men of the place, and their united efforts cannot fail of accomplishing what has been for a long time needed, a decided advancement of their educational interests.

Nine applications for admission to the State Normal School at Albany have been forwarded to you for appointment, within the past two years. And I shall continue to exert my efforts in that direction, considering the great utility of these schools in preparing teachers for their high and noble calling. Three graduates taught in this commissioner district, during the past year, and with complete success; and it would be a decided improvement to our schools if many more of our teachers would avail themselves of a course of normal instruction.

Classes for the licensing of teachers are held twice a year, spring and fall, in each of the seven towns of this district, and a written examination is required of all applicants for certificates in the following branches: Reading, penmanship, orthography, geography, arithmetic, grammar with analysis and parsing, history of the United States, civil government, and spelling. Then an oral one, which brings out the principles and methods of teaching, and their stand-

ing in each of the above subjects is recorded. From this I am able to determine what improvement has been made by each teacher from one examination to another.

With but few exceptions our teachers are thorough, energetic and successful, and have rational ideas of teaching. Books, in some of our schools, have been almost entirely discarded, and oral instruction by topics from the blackboard substituted, and with good results. And our schools, during the past year, have been very successfully managed.

The institute for this county was held at Greenville, commencing September 6, 1880, and continued in session five days. The exercises were efficiently conducted by Professors R. E. Post and James Johnston, both of Ithaca, N. Y., and the institute proved to be a complete success in every particular. Two hundred and nineteen names were enrolled as members of the institute, which was the largest one ever held in the county. The instruction was practical, and well adapted to the actual and most immediate wants of our schools, and the lectures delivered during each evening of the session were highly interesting and instructive, and were listened to by a large and appreciating audience; and the singing exercises, conducted by Prof. Chas. McCabe, of Greenville, added much to its success.

To the Department for favors received, and to the people of my district for their hospitality, and, also, to the teachers and trustees for their kindness and hearty co-operation, I extend my sincere thanks.

I am, your obedient servant,

GEO. TOWNSEND,
School Commissioner.

GREENVILLE, January 5, 1881.

HAMILTON COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with the request contained in your circular, I beg leave to submit the following report of the condition of the schools under my jurisdiction.

Notwithstanding some drawbacks, I believe upon the whole the schools in the county are steadily advancing, and that Hamilton county can compare favorably with any of the adjoining counties.

Within the past five years there have been seven new school-houses built in this district, and several have been thoroughly repaired. Now with two or three exceptions, the school-houses are all in comfortable condition.

During the past year, I have licensed sixty-nine teachers, granting the certificates at different times, have visited each school in the county twice during the year, each visit occupying as nearly a full half day

possible, and it is encouraging to learn that there is a growing interest in the schools.

There was no institute held in this county the past year, nor for several years previous, it being more convenient for teachers to attend in adjoining counties.

In conclusion, let me return to the Department my sincere thanks for the prompt attention that my often repeated inquiries have received.

Very respectfully yours,

DANIEL COCHRAN,
School Commissioner.

FELLS, November 20, 1880.

HERKIMER COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your demand for special information regard to the status of the schools under my supervision, I have the honor to submit the following report :

Within this commissioner district there are 107 school districts and parts of districts, 98 of which have their school-houses situated within the county ; and of these, two have had no school during the past year, and in district No. 1, town of Little Falls, the duties of supervision have been performed by a superintendent.

To the remaining 95 schools, I have made one visit each ; to 75 of them I have made two visits each ; to five of them three visits each ; to one four, and to one five visits each, making an aggregate, during the past school year, of 187 visits to 95 schools.

I have licensed, during the last school year, 207 teachers, giving first grades to 35, second grades to 65, and third grades to 107.

In the examination and licensing of teachers, but one object or theory has been held in view — that of supplying the public schools with the best teachers that may be obtained.

The success of the schools depends very largely upon their being supplied with efficient teachers, and those which are thorough workers in the school room.

Considering this principle as underlying the whole subject, I have endeavored to ask such questions as would thoroughly develop the subjects of orthography, reading, English grammar, geography and arithmetic. I have required the above for third grades ; and for second grades I have added thereto the subjects of history and civil government, with at least two terms of successful experience in the school room ; and for first grade I have added to all of the above branches, the subjects of elementary algebra, plane geometry and natural philosophy, with at least two years of successful

experience as teacher in the school room. I have required in all my examinations that at least 75 per cent. of the answers should be correct.

I have had stated times for these examinations, on which I have met the teachers in six to eight different places in my district, giving one day to each examination at each place. We have also devoted the Saturday of the institute week to the subject of examinations, besides individual cases that frequently occur.

The examinations on the week of the institute have all been written, and the others have mostly been oral. I am sensible of many disadvantages in the methods now employed in this State to examine and license teachers, and I would suggest the following, as one far better calculated to meet the wants of our school system: I would have a uniform standard of qualifications, for the teachers throughout the State; I would have the examinations all written ones, and they should be made as now by the commissioners, and the questions propounded, with the answers thereto, should be submitted to a board competent to judge of their merit, and appointed for that purpose by the Department of Public Instruction. This board should grant the licenses, and there should be two and only two stated times, during the year, for making these examinations.

In offering any remarks on the basis for apportionment of the moneys set apart by the State for the use of the schools, I must admit that I labor under some embarrassment. This subject has been investigated by many if not all of our able State Superintendents; it has from time to time been discussed by all able statesmen in our legislative halls, and, so far as I am aware, the combined wisdom of all has concurred in the soundness of the principles of its present basis, and if I mistake not, it has for years been sanctioned by the masses of the people of this State. Many theories which are plausible in their conception, and apparently philosophical in their details and logical in their conclusions, are not susceptible of being reduced to practice; their want of adaptation to surrounding circumstances render them inappropriate, and not unfrequently we discover that system and theories which appear valid on their superficial examination, are found in practice to be unequal and unjust. Taking for granted that those principles are soundest which operate the most equal, just and equitable, let us try every system by this standard, and adopt that which approximates nearest to it; the present basis of apportionment is, as it seems to me, unequal and unjust. It will readily be conceded by all that irregularity of attendance in the schools is one of the greatest evils which hampers the efforts of the teacher, and mars the propensity of a school. That portion of the school moneys, now apportioned per capita, has a direct tendency to augment this evil; it operates as a sort of premium on absenteeism, by apportioning money for the education of those children who do not become educated because they do not attend school. It is a direct bid for one district to defraud others by overestimates in numbering scholars. It has a tendency to make the large schools

stronger and the small ones weaker. It is a fact shown by the reports of trustees that small districts, almost invariably, keep their schools in session only for the prescribed time of 23 weeks—the least time possible to secure the school money. This is, in a great degree, a consequence of the present scheme of distribution according to average daily attendance, for a high average attendance is more likely to result from short terms than from long ones, and short terms and cheap teachers are the only means by which they can reduce their expenditures sufficiently to hire even a cheap teacher. It operates on the principle that where little is given but little will be required.

If these propositions are sound, then the inequality and injustice of the present scheme of distribution is at once apparent, and justice and prudence would dictate that a more equitable system should be substituted in its stead. I am aware that it is easier to pull down than to build up, and I will, without further exposition, dismiss the subject with this suggestion: I would leave the "district quota" nearly or quite as it now is; I would either appropriate the library quota to the purchase of school apparatus, or withdraw it altogether; and I would apportion all other moneys according to the aggregate attendance of pupils in the schools. By this means, the money apportioned would act as a direct incentive against absenteeism, and would be distributed to those pupils who are actually being educated at the expense of the State.

I have no innovations to suggest in regard to the mode of hiring teachers. Let the law in regard to the qualification of teachers be made so stringent, that none shall find a passport to the schools except those who bear the requisite qualifications, and it matters very little in what mode they are procured, or by what particular officer they are hired.

The normal schools, the teachers' classes in the academies, and the teachers' institute, are the proper and recognized institutions in which teachers are to receive their special training. Each one of these is doing good service in the great cause of popular education, but they are too few in proportion to the great work to be accomplished. The work of the institute, though very valuable as far as it goes, is of necessity meagre in comparison to what is required. The hasty and fragmentary manner of treating the subjects which the instructors are compelled to adopt, very often leave upon the minds of young teachers but flickering images of the real topics discussed, and they not unfrequently misapprehend completely the real object and intention of the instructors. The instructors of the teachers' classes in the academies no doubt are doing all they can to give professional training to the teachers under their charge, but their time is too much engrossed with other subjects to give all the special training necessary to make thorough and efficient teachers. The only source, then, to which we can look for thorough, systematic and complete professional training for the teachers is to the eight normal schools of the State. In my judgment, these schools

are doing a grand and stupendous work for the cause of popular education in the Empire State, and they are contributing much more to its educational interests than all it costs the State to sustain them. I am aware of the adverse criticism that has sprung up in certain quarters concerning these schools, and of the thrusts that have been made at the school system itself. That these schools, however, are producing a better class of teachers, more just and enlightened methods of instruction, and diffusing an educational influence throughout the State, which is more in keeping with other forms of social and industrial progress, no one who has made just observations concerning them can deny. It cannot be contended, however, that these eight normal schools are sufficient to give instruction directly to any large portion of the 31,000 teachers of the State; yet the instruction carried by their graduates and their students to various parts, is thereby made to permeate all communities throughout the State, and their influence is thus felt in all the schools. Could these schools be multiplied, or their labors supplemented by schools of the same kind in all of the counties for a period of say six to ten weeks in each year, an incalculable amount of benefit would result to the progress of education in this State. I believe the views here taken concerning these institutions are in accordance with those of a large majority of the people of this commissioner district.

The qualifications of teachers merits at least a passing notice, and I am compelled to say that the requisite qualifications are too seldom met with in those who propose to devote their time to this calling. While it cannot be expected that any one is perfect, and while there are but very few who approximate very closely to the ideal of a perfect teacher, all who engage in this calling should possess a thorough knowledge of the subjects to be taught. They should be intelligent, virtuous, industrious, and should have a thorough knowledge of the theory and practice of teaching. The successful teacher must be a clear, self-poised, analytical thinker, and he must understand the principles of good government and salutary discipline. He should make himself acquainted with the attributes of the human mind, and should strive on all proper occasions to enlighten his understanding, strengthen his judgment, and widen the range of his mental vision until he shall find himself abounding in resources, and shall exhibit a mind in all its fair and beautiful proportions.

The teacher should, as far as practicable, make himself acquainted with the passions, dispositions and peculiarities of youth, through all the grades of their education, in order that he may manage and instruct his pupils successfully. There are a number of teachers in this commissioner district, both male and female, to whom I can refer with satisfaction, as being an honor to their profession and an ornament to society; who are persons of sound intelligence, moral excellence, practical experience, industrious habits, and of singular devotion to the interests of education.

The success of the schools depends very largely upon good government and salutary discipline, and I believe these characteristics are to be found in a large majority of the schools under my supervision; yet in some of them I have found the government loose and vacillating, and in others injudicious and severe. A very large majority of the teachers of my district are not in favor of corporal punishment; relying with more certainty and with better success upon the almost omnipotent principle of kindness. Let the discipline be firm and the government judicious, and I am of the opinion that those cases are rare which require the infliction of bodily suffering. It need not be stated that every school should be so managed as to give to each pupil a thorough elementary education, and it is principally through the instrumentality of efficient teachers that this object can be attained. It was to aid in this purpose, and to obviate the evils arising from penuriousness and poverty that the school fund was created, and in my judgment it is amply sufficient, with a just distribution for the purpose designed. But if there is much depending upon the kind and quality of the teacher, there is I believe at the same time as much depending upon the interest manifested by the people, and the kind of influence which they exert on the character of the school. It was remarked by Cousin, the celebrated French philosopher and educationist, that "as is the teacher, so is the school," and this may be true in France and Prussia, and other trans atlantic countries, where the schools are so much dependent upon the government and so little upon the people. But in republics like our own, where even the government itself comes from the people, and where everything originates with the people, this dictum is not quite true. The saying that, "as are the parents, so are both teacher and school," would be much more appropriate to the status of the schools of this country at the present day.

The success of our schools imperatively demands that the parents and patrons should exhibit more interest, and concern themselves more generally in the affairs of education than they now do. They should send their children promptly and punctually to school; they should provide comfortable and convenient school-houses; they should see that their children are constantly provided with suitable text-books; they should ungrudgingly pay their teacher for his services, and he should be looked upon by them, and they should teach their children to look upon him, as their friend and benefactor rather than as a menial hireling.

Parents and school officers should manifest their interest in the schools by frequent visits to them, and these visits should be made with the same degree of interest as they would visit their harvest fields or work-shops, or places of business where money is at stake. Nothing would sooner elevate the standard of education than a proper exhibition of interest on the part of the parents and patrons of the schools.

It is enjoined on us as commissioners to suffer none but well

qualified teachers to find their way into the schools; but circumstances of a peculiar and pressing nature sometimes render these injunctions abortive and of little avail. In a few of my schools, I will say one-tenth of the whole number, the trustees will not ask for good and well-tried teachers, simply because they are unable to pay them. It is only by employing cheap teachers, and these for the minimum time required by law to secure the school money, that they can reduce their expenditures sufficiently to hire a teacher at the lowest price. The alternative then remains, a cheap school or no school at all. Perhaps it may be said that commissioners err in giving certificates to teachers of very low grades. If this be so, then I will hazard the opinion that a large portion of the commissioners of the State of New York err in the same manner. It may be stated that trustees do a wrong to their districts in employing teachers of such low grades. Then I will venture the assertion that not a few among our best and most philanthropic citizens would be guilty of the same injustice if placed in the same circumstances. I am of the opinion, and I have acted on the principle, that a cheap school is capable of accomplishing some good, and consequently better than no school at all. Much more might be said upon this subject, but I will hasten to speak of union schools, which is one of the topics about which information is desired by the Department.

The plan of union schools is, in my opinion, a wise one, and it is certainly to be commended on the score of economy, as by this means a given amount of expenditure will accomplish more for the education of pupils, or the same amount of instruction will result for less money. Where two or more schools can unite for this purpose, it can be demonstrated that a given sum of money will educate a greater number of pupils, and procure for them a better quality of instruction, than the same amount distributed to the same number of pupils when composing two or more different schools. There are four union schools in this commissioner district, and all these are doing the very best kind of educational work. One of them is located in the village of Little Falls, and occupies three different school edifices with as many principals, having an academic department with an efficient corps of seventeen assistants. The district numbers over 2,000 pupils. Another is located in the village of Herkimer, having a principal and eight competent assistants, and numbers 654 pupils. There is another in the village of Middleville, town of Fairfield, which numbers 168 pupils, with a principal and two assistants; and there is one located in the village of Newport, town of Newport, having a principal and three assistants, and numbers 265 pupils. Besides these schools, there are several others that employ two, and sometimes three, teachers, and are, in all respects, doing thorough educational work. The Fairfield Seminary, located in the village and town of Fairfield, has, as usual during the past year, been in a prosperous condition. This ancient seminary still maintains its reputation for good discipline and thorough scholarship, and continues to do a good work for the people of Herkimer county.

Many of the most distinguished men of this State, and of other States, who now occupy important stations of trust and high social positions, have received their education at this institution.

Much interest has been awakened within the past few years in regard to providing comfortable and convenient school edifices, and a number of new buildings have been erected, which speak well for the educational enterprise of the inhabitants. The union free school building, in the village of Herkimer, is a brick edifice, sixty-four feet by seventy-two feet, two stories and an attic in height, with rooms to accommodate four departments, superbly finished, and furnished with all the modern appliances and improvements. The cost of this establishment was \$17,100.

There was completed at Middleville, four years ago, a school building forty feet by sixty feet, two stories in height, with rooms to accommodate two departments. It is well finished, and possesses all the requisites of a well ordered school. The cost of this building and equipments was \$4,520.

The building erected for the union free school in the village of Newport was completed in 1876. It is a large two story wood edifice, forty feet by eighty feet, on the ground, with rooms for three departments, exclusive of a large hall, three recitation rooms, a library room and a cloak room. It is a superb edifice, neatly finished internally, and presents externally all the characteristics of architectural beauty. The cost of this establishment was \$12,000.

Three other school-houses are now in process of erection; one in district No. 6, in the town of Russia; and districts No. 5 and No. 8, in the town of Ohio. The one in Russia is two stories in height, is to consist of two departments, and will, when completed, be every way convenient for a well arranged school. The estimated cost is \$2,000. Several other good and convenient buildings, but of less note, have been erected within the past four years, among which are two in the town of Manheim, one in Ohio and one in Russia, besides several others which have been thoroughly repaired within the past year. In short, the interest manifested in this line of school enterprise is truly gratifying, and speaks volumes for the spirit and enterprise of the inhabitants. Should this reform continue but a few years longer, as I have reason to expect that it may, it will be more difficult to find a poor school-house than it was, a few years ago, to find a good one.

The law in regard to text-books has not accomplished in this county all that the friends of education had a right to expect from it. Its workings in this district have not been very satisfactory. The law was complied with, I think, in all the school districts, so far as passing a resolution to adopt particular kinds of books is concerned. But in many districts where this resolution was passed, but little or no effort was made for their introduction into the schools. In fact, I think the law is defective. It left the adoption of the books to be passed upon by a body of men who are, of all others, least competent to judge of their merits—that is to the voters of school districts. Uniformity of text-books in the schools

is a thing most devoutly to be wished, and I am in favor of a law that shall compel this uniformity, and prevent frequent changes, but give us one which is free from defects and one which is workable.

The law in regard to compulsory education is, I believe, in this district, nearly or quite a dead letter. But little is said or thought about it, and nothing done. It is a question whether the time has arrived when such a law in this State can be made of much avail.

I have made but few alterations in district boundaries, during the past year, but I have been called on several occasions to settle differences among the inhabitants of school districts arising from old and indefinite district boundaries, and have in most cases succeeded, temporarily at least, in making satisfactory adjustments of those differences.

These tentative adjustments, however, can never afford any lasting benefit, and I firmly believe that the sooner the district system is abolished, and the township system substituted therefor, the better it will be for the schools of this State. In the present status of the common school system, there exists no necessity for small, independent school districts, and the best results possible can never be obtained under this plan. Much of the time of the commissioner must be spent in unavailing attempts to settle difficulties arising from the perpetual insecurity of old and indefinite district boundaries.

District feuds, party strife, bickering and turmoil, are the legitimate outgrowth of this plan. Such a change in our school system as would constitute each township a school district would dissipate at once and forever, a score of evils now inseparable from it, and which weigh like the midnight incubus upon its prosperity and success, and render its administration unwieldy, insufficient, expensive, vexatious, and wholly unsatisfactory. Let the township system be adopted, and a better classification of pupils would then be possible, and consequently a wider range of subjects, and greater progress would be the result. It would cause good school-houses to be erected in localities where now they are naught but a nuisance and a "burning shame," while the people cannot build better ones without burdensome taxation. It would enable the children of the poor to attend school where they could be best accommodated, and to have equal advantages with those of the rich. It would secure better teachers for longer terms, with the same or a less expenditure of money, thereby doing away with the fatal necessity of a change of teachers at every term. It would enable townships to establish graded schools where children could receive an education equal to that now acquired at the best academies, while the present necessity of sending children away from home to be educated would be avoided, and they would reap all the advantages which accrue from concentrated effort and a well organized division of labor, while under the immediate care of their parents.

Finally it would afford an opportunity of establishing a more

thorough, universal and complete system of school supervision. All these, and many other advantages would be the legitimate outgrowth of the township system.

It may, perhaps, be considered in bad taste for a commissioner to discuss proprieties or improprieties in regard to the administration and supervision of the schools. Since, however, allusion is made to this subject in your circular which calls for information, a word in relation to it may, perhaps, be pardoned. I believe that no subject connected with the interests of education is so little understood by the masses of the people as that of the importance of having a proper supervision for the public schools. Very few indeed of the masses have any adequate conception of the duties, the herculean labor, the trials and vexations, to which the supervising officer is perpetually subject, even when their own remissness of duty in reference to the schools is the immediate cause. I am well aware that the office of school commissioner is looked upon by some with indifference, and as one of little or no importance, and I am aware that it is actually opposed by others who have some covert ends or intrigues to foster thereby.

It may not be that all who oppose it belong to this class, but I believe that opposition comes mostly from the ignorant and the timid, from political intriguers, from obsequious fawners upon authority, and from time-serving trucklers to the base purposes of officials. With the best efforts of the commissioner in behalf of the schools, and his desire to please by doing his duty, he will meet with contrariety and false accusation which may injure if it cannot overthrow. That some system of public supervision for the schools of this State is necessary to their prosperity and success must be evident to every one who is in the least acquainted with the wants, the requirements and the workings of the schools of the present day. However judicious any system may be in theory, the success of its practical operations can only be made certain, when those operations are graduated by the skill and administrative ability of a supervising agency. The most simple and perfect organization would be likely to prove a failure without the administrative ability, the zeal and singleness of purpose of a supervising official, and with those, even an imperfect and disjointed system might be productive of much good. It is an old maxim that "*whatever is best administered is best,*" and this dictum can hardly be considered as a *mere figure of speech* when applied in the present instance.

An intelligent and active local, as well as general supervision of the schools of this State, is an indispensable necessity to their just and successful administration, and without it the present organization of the school system itself must eventually give place to one less stringent in its requirements and less complex in its details. Local supervision should be maintained at a sufficient number of points throughout the State, in order to properly ascertain the qualifications of teachers, to test the progress of pupils by examinations, to detect errors in systems of instruction, and to suggest

improvements, and to perform a score of other duties now inseparable from the common school system itself. Of the capacity and zeal in the performance of duty of this class of officials, if I were allowed to speak, it would be my deliberate opinion that they would not suffer in comparison with any other class of servants which the State has created for the administration of its affairs, and that they are returning to the State a value of services worth much more than their meagre compensation. That commissioners may be found who may have been derelict in their duty, I do not care to dispute. But is dereliction of duty, sinecurism, and time-serving, peculiar to the office of school commissioner? Arguments drawn from the *abuse* of any system cannot be admitted against the *use* of that system, and it is as idle to expect impossibilities from this class of officials as from any other. That the supervision of the schools in many of the rural districts is not as thorough and complete as it should be, is undoubtedly true. But the fault is, in general, not with the commissioner, but it consists in assigning to the commissioner more work than it is possible for him to accomplish. It would need no very great skill in arithmetical computation to show that those persons will be doomed to perpetual disappointment, who expect that commissioners will give thorough and minute supervision at all points, in those districts comprising a hundred schools, and in numerous instances many more, when those schools are scattered over a territory varying in extent from 400 to 900 square miles. To demand this, is simply to overstep the limits of human possibility. No man in this age should be expected to work miracles, for the age of miracles is passed; and commissioners, no more than other men, should be expected to accomplish any more than human agency and human industry are capable of. Give them this and no more, and then there may be grounds of complaint if the work is not all accomplished. A proper and sufficient supervision would require that the commissioner should visit each of his schools at least twice in each term, giving one day to each visitation, but under the present organization of commissioner districts it is hardly possible to visit all of the schools in some of these districts, twice during the whole year.

The qualifications of commissioners is a subject which merits a more careful consideration at the hands of the public than it has yet received. His acquirements, as well as his executive ability and moral tendencies, should be put to the test by a most thorough and rigid examination, before he is permitted to undertake the discharge of the important duties of this office. There is no reason why the individual who is to become the guide and counsellor in the educational interests of this great State should not possess all of the requisite qualifications, and there are cogent reasons why this office should be one of appointment, rather than one of election.

But I will leave this topic, and pass to make a single remark on the status of the schools in the rural districts of this country. We

sometimes hear it stated that the country schools have made no advancement during the past 25 or 30 years. That they are no better now than they were before all these "new fangled notions," and all this "machinery of supervisors," had an existence. Such opinions, however, and such declarations, never come from those who have made a careful and candid comparison of the schools of the present day with those of a former period. That these schools have improved and are improving will be evident to all who will make such comparison. That their advancement has not kept pace with the larger, more wealthy, and better organized schools of the cities and villages is undoubtedly true. Their progress has been slow, but it is none the less certain, and the amount and value of the blessings they are disseminating and spreading abroad should not be underestimated nor unduly appreciated. That the rural schools of to-day are far in advance of those of a quarter to a half century ago will be evident to every one who will reflect upon their condition in each of these periods.

There is at the present day a more thorough, enlightened, and better educated class of teachers. A better and more rational system of school government and school economy. The curriculum of the schools has been greatly extended, so as to embrace subjects never taught in the schools of the former period. Schools are better classified and have better and more systematic methods of instruction. It is fairly within the memory of men now occupying the active stage of life, when the doctrine of proportion, or the old "rule of three" was the end of arithmetical investigation. The "cypherer" stopped there, and even the "school master" could not go beyond it. In the rural schools of to-day we find the doctrine of proportion explained, simplified and made familiar to the child of twelve years. And thus it is with other branches. In geography, which is comparatively a modern science, pupils of seven to ten years, through the instrumentality of maps, charts and globes, and the recent art and science of map drawing as now taught in these schools, will answer questions covering such an extent, and with an accuracy so remarkable that it would startle old Strabo or Ptolemy, could they come up from their shades to witness the instrumentalities and modes of teaching now practiced in the modern rural school. Natural philosophy, book-keeping, mercantile transactions, and business forms are now pursued with advantage in many of these schools. I do not mention these facts with any view to vain and empty boasting of modern superiority, but only that they may be credited to the increased facilities, extended knowledge, and better classified instruction found in the country schools of to-day. Much more might be said, not only in relation to this subject but in relation to all of the topics discussed in this report, which I fear has already extended beyond proper limits. In taking a retrospect of the schools, I am encouraged to believe that they are improving, and that their improvement, so far as this commissioner district is concerned, has never been more rapid than during the past year. My records for

this period clearly indicate an awakening in many portions of this community, on the all important subject of juvenile instruction.

I have, as far as in me lies, labored to elevate the standard of education, and to promote the best interests of the schools under my charge, and have devoted all my time and energies for the attainment of these interesting and important results, having had no other occupation. I have sought to awaken a deeper and more general interest in the schools of this district, and from the growing manifestations in this respect, I think I may safely assert that my efforts have not been altogether in vain. The prospects of the future are certainly not devoid of hope.

If those improvements in the school system shall be adopted, of which it so plainly and palpably stands in need, we may look forward to a bright future for the generation that is to succeed us. I was remarked on one occasion by that eminent statesman and most able champion of the common schools, the Hon. Horace Mann, of Massachusetts, that

"The great State of New York, by means of her County Superintendents, State Normal School and otherwise, is carrying forward the work of public education more rapidly than any other State in the union, or any country in the world."

Thirty-five years have elapsed since these words were uttered, and during this period our school system has been the recipient of various and important acquisitions. It has been reinforced by the accession of seven new normal schools; education has been made free to all the children; and other improvements, though less conspicuous in their order, have tended to advance and to strengthen the school system of this great commonwealth.

It is for the Legislature of the Empire State to see to it, that no retrograde movement shall impede this onward progress; for on the prosperity of the schools of this nation repose its hopes for the present, and its destinies for the future. It is as reasonable to expect liberty and good government among the Esquimaux or the Hottentots as in these United States, when the common people cease to be virtuous and enlightened. Without a sound moral and intellectual education, the functions of self government can neither be duly appreciated nor successfully maintained.

If, then, a knowledge of the rights and duties of citizenship is to be held in estimation; if the principles of justice and subordination to law are to be maintained inviolate; if sound learning and good morals are held indispensable to happiness, and to the perfection of our nature; if good government, free institutions, liberty and law are in any degree desirable, then is the cause of popular education thoroughly established.

In conclusion, I will again publicly renew my obligations to the people of my district for their kindness and hospitality, to the teachers and school officers for their cordial co-operation in my efforts to elevate the standard and promote the interests of education, and to

the Department of Public Instruction for the courtesy and favors extended during the past five years.

Respectfully submitted,

J. B. HOLCOMB,
School Commissioner.

NEWPORT, *November 8, 1880.*

HERKIMER COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In compliance with your request of July 20th, calling for a written report of the condition of the schools under my supervision, and such suggestions as I deem proper in relation to the school laws of the State, I have the pleasure of submitting the following :

The second commissioner district of Herkimer county is composed of nine towns, eight of which lie south of the Mohawk river, and one, the town of Schuylers, lies north of it. It has within its limits ninety-six schools, the school-houses of which are located in the district, and five joint districts the school houses being located in adjoining counties.

In reviewing the schools of this portion of the county, I deeply regret that I am not able to submit a report showing as rapid progress in our schools, in all respects, as every lover of education would be glad to see, and that I am not able to truthfully state that our schools have already reached that high position, and that they have attained that degree of perfection that we have a right to hope and expect they will. In a time like this, when so much is being said in relation to our common schools, and our schools so grossly misrepresented by many, it is difficult to fix a standard by which to be governed, for the theories and systems of yesterday are too old for to-day, and those of to-day must be modified for to-morrow.

It is true there are many perplexing questions connected with our common schools, but none are more perplexing, none demand greater ingenuity and more immediate attention, than the question relating to the poor condition of a majority of our school-houses. Of the ninety-six school buildings in my district, about one-third are fit for use, while the remaining two-thirds are neither fit nor safe for use. To speak of the apparatus in connection with these school buildings would be simply borrowing a term in common use, for there is very little, if any, of the so-called modern apparatus used in the schools of the rural districts. Perhaps some apology for this condition of affairs might reasonably be made. So short a time has elapsed since

the long and terrible struggle for the maintenance of our common school system against treason and corruption; there has been such a transition from financial prosperity and extravagance to universal depression and stagnation, that trustees and patrons of the schools may be justified in moving cautiously in this as in all other business matters. I am glad that I can say that the people in their return to prosperity are not altogether unmindful of the condition of their schools. The signs of the times already indicate that a great revolution in school matters is about to take place, and steps have already been taken to improve the condition of our school buildings. This manifests itself in many ways, the most noticeable of which is the petitioning of patrons to the proper authorities for the condemnation of their dilapidated buildings, thinking that they will thereby secure suitable buildings at an earlier day. Acting upon the principle that moral suasion is better than force, we have been able, without condemning, to carry on this reform, and we predict that in a few years the people of the second commissioner district of Herkimer county will be blessed with convenient school buildings.

Three of the ninety-six schools of this commissioner district are union schools, being located at Frankfort, Ilion and Mohawk. The school building in the village of Frankfort was erected about four years ago at an expense of eight thousand dollars. It is a beautiful structure, and well calculated for school purposes. At the time of the erection of this building the school numbered less than one hundred pupils. The board of education was fortunate in securing the services of Prof. J. N. Barris, whose faithful discharge of duty has won for him the esteem and confidence of the people, and the school under his supervision has increased in numbers till it now registers nearly three hundred pupils. For the past six years the union school at Ilion has been under the leadership of Prof. A. B. Poland, whose energy and love for educational work has been the means of placing the school foremost among the schools of the county. It now numbers nearly one thousand scholars. Through the combined efforts of the teachers and the board of education the school grounds have, during the past year, been enlarged; this adds very much to the comfort of the pupils. Prof. J. H. Walker has charge of the union school at Mohawk. No higher compliment can be paid this school than to say that the pupils whom Prof. Walker has prepared for the work of teaching, have uniformly sustained a creditable examination. The school at present numbers three hundred scholars.

We have in this commissioner district one academy, located in the village of West Winfield. We regret that we are obliged to say that it has not been prosperous for the past few years, owing, very largely, we think, to the frequent change of principals, and the interest manifested in the surrounding common schools. During the past four years, the school has had no less than four principals. A better time, however, is prophesied for the school, as the building has lately been repaired at an expense of nine hundred dollars, and the services of an experienced and successful teacher have been secured. We believe it would be much better for the interest of

her schools, if West Winfield would unite her academy with the two departments of the district school, and organize a union free school with an academic department.

It has been our custom to hold two public examinations each year; one in the spring, and another in the fall at the close of the institute week. Our classes for examination have uniformly been small, owing, I suppose, to the fact that a large number of our teachers were licensed by my predecessor; some for one year, others for two years, while a few held licenses covering the whole time of my term of office. My examinations have been both written and oral. Seventy per cent. has been required for a third grade license, and seventy-five per cent. for a second grade; the first grade not depending wholly upon an examination, but combining scholarship with power of imparting to and impressing upon the mind of the scholar the principles taught, and the natural adaptation of the teacher to the great work of teaching; therefore I have granted but very few first grade licenses.

During the past year, I have made 212 visits. From what I can see and learn, I am satisfied that the schools are slowly but surely advancing. One great reason why some of our schools do not advance more rapidly, is owing to the fact that, trustees insist upon hiring young teachers, simply because "they are cheap;" experience proves that no more deadly blow can be aimed at our common schools, than to allow "boys" and "girls" of not more than fifteen or sixteen summers to enter our school rooms as teachers. While they may be able to pass an examination, they fail in judgment, and only succeed in lowering the standard of our schools and reducing the wages of efficient teachers. If the State takes upon itself the responsibility of giving to every child a common school education, I believe it should guard our schools from these abuses, by passing a law preventing any person from becoming an applicant for a certificate before he is eighteen years of age.

Of the teachers in my district, I found only one graduate of the normal school, outside of the union schools, while a few had attended some of the normal schools for a number of terms. As a matter of course we get but little help directly from the normal schools of the State, hence it is quite impossible to judge of the effect or quality of the work these schools are doing. I was a little amused as well as considerably pained on entering the school taught by the graduate referred to above. Her manner of conducting the school would have compared well with the customs of twenty-five years ago. When asked why she did not put in practice the method she had learned at the normal school, she said: "The normal school system cannot be carried out in our mixed country schools. Their method was not intended for our common schools, but for our graded schools." Comment on the opinion here expressed is unnecessary.

The institute for 1879 was held in the court house in Herkimer, in September. We were favored with able instructors, Professors E. V. DeGraff and F. P. Lantry. That our instructors were in

earnest and felt a great interest in our teachers and schools, no one can deny. But to say that an institute conducted for one week only, during the year, can be of great practical worth to our teachers and common schools, would be making a statement that is not indorsed by a majority of the active teachers of this commissioner district. Many of the methods suggested by our instructors were good and practical, and evidently were the result of careful study; but to suppose that a teacher could grasp these studied methods in a moment and successfully apply them in the work of teaching, is expecting too much of human nature; for I sincerely believe that a teacher's success depends very largely upon his originality. The institute work is good as far as it goes, but it is too limited. Can we afford to dispense with it? Certainly not without dealing a serious blow to the cause of education. In my opinion, this work would be more effective if our institutes could be conducted by the teachers and commissioners of the county remaining a part of the school system as at present, and the amount of money now apportioned by the State to each county for the support of institutes together with the library money (for there are no district libraries), be given to create and support a normal association in counties having no normal school, to continue at least six weeks during the year, in sessions of three weeks each. One thing is evident, teachers need common aims and common interests. This can be brought about only through association of ideas and methods. Realizing this need, I started a town association in the spring of 1879, which was continued every alternate Saturday during the summer. The effect was good. It gave new life and energy to many of our schools, and not a few of our teachers were lifted from the old rut and started in the race with keener knowledge of the great responsibility resting upon them.

A little less than a year ago, my worthy colleague, Dr. J. B. Holcomb, a few friends of education and myself, made an attempt to organize a normal institute for the benefit of the teachers of the county, to be continued six weeks during the year. As the expenses of the institute were to be borne by its members, the teachers believed the burden would be greater than they could bear, so we were obliged to abandon the idea, hoping and believing that the time was not far distant when the State would assist in providing for the maintenance of an association of this kind.

Notwithstanding the many improvements so loudly called for by our schools, and the many embarrassments and obstacles that our teachers are obliged to meet, we are proud that we have so many teachers in our common schools that are truly educators, and are giving their best energies to raise the standard of our schools. We believe if the State would listen to the demands of our schools, and modify the law in the three following points, much better results would be realized from the labor of our teachers.

First. The law should be so modified so as to prevent men who

do not patronize our schools and who have no interest in them farther than to hire a "cheap teacher," from controlling our school meetings and electing men to the office of trustee who are ready to become willing servants of the enemies of our schools.

Second. Such a frequent change of teachers should be prevented. The labors of our "born" teachers must be acknowledged, and they should be retained in our schools until the *school* demands a change.

Third. A law compelling a uniformity of text books.

The present "text-book law" has failed to accomplish this, and has succeeded only in introducing a greater variety. If the two points first referred to are the result of the present trustee system, and I believe they are, the quicker it is abolished, and the township system adopted, the sooner new life and energy will be added to many of our schools that are now literally dead. The last point, it seems to me, is of very great importance. To illustrate the weakness of the present text-book law, and to show how utterly impossible it is for teachers to teach well the sciences they are called upon to present to the scholar, I will recite one case that came under my notice. A short time ago, I entered a school room just as the teacher commenced "hearing his reading classes." For the space of three-quarters of an hour, he called, heard and dismissed five reading classes, and no two classes used the same author. On inquiring how many recitations he was obliged to hear during the day, he said, after a few moments' meditation, "Forty." *Forty* recitations a day in a school of less than thirty scholars! This may be an extreme case, but in no school have I found less than twenty-five recitations per day. Lookers-on may say the teacher is to blame for all this, but when we remember the influences that are brought to bear upon our teachers and schools generally, we cannot with any degree of justice lay this charge at their door. One is more fully convinced that the law needs modifying in these three points, when he compares the condition of our union schools with that of our common schools. The only reason that can be assigned why our union schools are so far in advance of a majority of our common schools is simply because they are graded and the teachers are retained until they can lay a foundation upon which they can rear a structure that shall be an honor to the great profession of teaching. If, then, we would advance the great educational interests of the State, and keep its sacred legacies in safety, let us not turn a deaf ear to the cry that comes up from the heart of every true teacher of the land, asking and begging that the foundation of all civil and religious liberty may be so reformed as to enable them to more perfectly perform the great work God has placed in their hands—the perfecting of His noblest work—the improvement of the mind.

In conclusion, I wish to thank the teachers and patrons of the schools for aiding me in the discharge of my duties, and for their

liberal hospitality. Thanks are due to the Department for its prompt assistance whenever solicited.

Very respectfully,

J. A. GOODIER,

School Commissioner.

CEDAR LAKE, *November 12, 1880.*

JEFFERSON COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In accordance with your direction, I submit the following report in regard to my official work during the past school year, and the present condition of schools of various grades in this commissioner district.

In this district are 123 schools, employing 137 teachers. Each school, with one exception, I have visited twice during the year, and several I have visited three times. The single exception was a school upon Gallup Island, which could not be easily reached in the winter. The impressions received from these visitations are for the most part favorable. The teachers of the district are working faithfully to reach a higher standard of intellectual attainment, to familiarize themselves with the best methods and with the thoughts and ideas of the best authorities upon educational subjects, and as rapidly as possible to put themselves in condition for doing better work in the schools. They are earnestly seconding the commissioner in his endeavor to improve the schools, and their efforts already begin to show gratifying results.

The village schools are usually well supplied with dictionaries, globes, maps, numeral frames and blackboards, but in many of the country districts the presence of a fair supply of such needed facilities is the exception rather than the rule. Better qualified teachers will, in due time, undoubtedly work a desirable change in this as in other important particulars.

The school-houses in the country districts are, for the most part, furnished with very rude seats and furniture, and are unevenly heated, imperfectly ventilated, and lighted in a very unsatisfactory manner. There is a lamentable lack of intelligence on the part of not only the people, but also the teachers, in regard to what constitutes proper heat, light and ventilation, and how these may be secured. The drainage of school grounds and the proper condition of the outhouses have, in nearly all cases, been almost entirely overlooked. Indeed, it would seem that the physical wants of the children have been wholly ignored. I have called the attention

of the teachers and trustees to these subjects, and, as far as possible, have directed them to proper sources of information. I hope in time to secure such a public sentiment as will work a radical improvement in these vital matters.

With rare exceptions I find the trustees sincerely interested in the success of the schools, usually in advance of their district in their ideas of what constitutes a good school, and in readiness to employ the best means to secure it.

I have, during the past year, held eighteen examinations of one day each, at which 275 candidates presented themselves. Of these, 170 passed the examination, and certificates were issued to them, 118 third grade, thirty-nine second grade, thirteen first grade. The subjects with which the candidates were required to be familiar were arithmetic, grammar, geography, reading, spelling, penmanship, civil government and United States history.

An average of seventy per cent. was required for a third grade certificate, eighty per cent. for a second grade, and ninety per cent. for a first grade, a certain amount of successful experience in teaching being made an additional requisite in the case of the second and first grades. The examinations were chiefly written, and occupied about eight hours each day.

During the year, two very successful institutes have been held in the county — one at Adams, with Professors Kennedy and Lantry, instructors; and one at Clayton, with Professors Kennedy and Johnson as instructors. The instruction throughout was satisfactory, and the teachers are enthusiastic in their opinions of the excellent instruction and the good done by the institute work. I am glad to say that I can see its practical results in many ways in the better conduct and instruction of the schools, and in the inspiration of the teachers to greater excellence in their profession. More extended instruction of this kind is eagerly desired by many of the teachers; and the trustees, in many cases, whom we have urged to be present upon a certain day of the session, are being aroused to an enthusiastic interest in the attainment of success in their schools through the employment of better teachers and the furnishing of better facilities.

I have, during the year, recommended, as proper pupils for the normal schools, three to Oswego, one to Potsdam, two to Albany. The normal schools, I believe, are doing a much needed work, and are furnished with facilities for giving most thorough and successful professional preparation to those who have the means to enjoy it. I believe, if in every case, candidates for these schools could enter them in possession of the necessary knowledge of required topics of study, so that the instruction of the schools could be confined to professional subjects, a shorter course could be arranged which would be within the means of a far greater number, and thus the excellent instruction which the normal schools are giving in methods, school organization, school government and kindred pro-

fessional topics would in a far greater number of instances reach the common district schools where now it is very seldom found.

In this commissioner district are two well-known academies: Union Academy at Belleville, and Hungerford Collegiate Institute at Adams, both of which are doing very thorough work and afford fine opportunities for teachers to obtain a practical knowledge of the branches which they are called upon to teach. Although no appointments of teachers' classes in the academies were made for the present academic year, the Hungerford Collegiate Institute formed a teachers' class of between thirty and forty, and gave them careful instruction upon methods, school economy and kindred topics. These two academies furnish fully one half the teachers in this district, and are doing a grand educational work for this section of the State.

At my suggestion a district educational association has been organized, which meets quarterly, and is doing much to interest and aid the teachers and trustees in their work. It bids fair to become a very important auxiliary in the formation in this district of a proper public sentiment in regard to educational matters.

In conclusion, I think it desirable:

1. That the school year be 150 days of actual teaching, and that 150 be the constant divisor in determining the average attendance. This would encourage longer terms of school.
2. That all the public moneys, except that for district quotas, be apportioned upon the basis of average attendance. This would make it of pecuniary interest to every taxable inhabitant to keep in school, as long as possible, all children of school age, and would in a measure compensate for the utter failure of the compulsory act.
3. That a uniform system of examination for licensing all the teachers of the State be entered upon, by which a spring and a fall examination be held in every commissioner district, upon questions and under requirements made by the State Department.
4. That the blank forms for annual reports by trustees be simplified and arranged to correspond with the arrangement of blanks in the registers, and that town clerks be required to see that such reports are correct before they are sent to the commissioner. The passage of the report through the town clerk's office would then be an aid rather than a hindrance, as in too many cases at present, and would be of some practical use.

Very respectfully,

ALBERT B. WATKINS,
School Commissioner.

ADAMS, *October 30, 1880.*

JEFFERSON COUNTY—SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—I respectfully submit the following report of the condition of the schools in my commissioner district.

The territory which constitutes this district lies in the eastern portion of the county, and embraces the towns of Antwerp, Champion, Le Roy, Philadelphia, Rutland, Watertown and Wilna. The surface of the land is hilly, and the rich and productive soil is well adapted to dairy purposes. The farms are consequently large, the pupils in the country few, and the school-houses far between. Black river, which passes through the center of the district, affords water power all along its course, and hence the villages are extensively engaged in manufacturing, and the schools, as is usual in such districts, are crowded.

STATISTICS.

There are within the limits of my jurisdiction 116 school districts, and 110 school-houses in which schools are maintained. These houses, with their yards, occupy 32 acres and 145 rods of land. The school population of the district is 5,318, of whom 3,960 were enrolled on the school registers. The average daily attendance at the schools was 2,175.520, being 54.59 per cent. of the enrollment, an increase over many former years. The average length of time the schools were taught was 30.7 weeks. The average value of school-house property, including lots, as estimated by the trustees, is \$697.94, and the taxable property of the district \$6,561,123.00. One hundred and eighty-five female and 50 male teachers were employed during the year. The amount paid for teachers' wages was \$21,225.76. The highest salary paid to teachers per week was \$20.00, the lowest \$2.25, the average being \$6.26. The total expenditure for school purposes, including new school-houses, was \$29,606.43. The annual cost of tuition of pupils *per capita*, estimated on the basis of total expenditure, was \$7.11. Only 28 districts used the library money for its intended purpose, while 82 applied it for teachers' wages.

In consequence of a prolonged illness from which I suffered last spring, and from the effects of which I was in depressed health during the summer, I have been able to make only 153 school visitations during the year. The average length of each visit was two hours. I have held examination classes in each of the above named towns, twice, yearly; have examined 371 teachers, and granted licenses to 237. Of these, 125 received third grade, 100 received second grade, and twelve received first grade certificates.

TEACHERS' EXAMINATIONS.

The rigorous demands in regard to the qualifications of teachers, which were adopted when I entered upon the duties of my office,

and which I mentioned in my former report, have been continued with, I think, a measurable degree of success.

Teachers are required to undergo an examination in the branches of arithmetic, grammar, geography, reading, spelling, penmanship, United States history, government, the State constitution and methods. The examinations are wholly written, and occupy from six to eight hours respectively. Seventy per cent. of the questions must be correctly answered, in order to entitle the teacher to a third grade certificate. On the same percentage, with successful experience in the school room, a second grade is granted. Those who answer ninety per cent., and have had successful experience under my observation, receive a first grade.

Certificates of commissioners of other counties are not indorsed. My worthy associates of the first and third districts are in hearty accord with me, in the matter of requisite qualifications of teachers and an interchange of examination questions takes place between us each season. It is our custom to indorse each others' certificates only when the applicant presents a copy of his standing, at his examination, in the various branches, dated and signed by the examining commissioner.

These stringent measures are protective alike to worthy teachers and to the schools. They protect the former from unworthy competition, and guard the latter against incompetency. I am unable to rid myself of the belief that when a person unqualified for the position stands at a teacher's desk and utterly fails in the adequate development of minds that are immortal, and in the correct moulding of characters that are permanent, that the commissioner is responsible for the failure. Feeling the responsibility, I cannot grant licenses upon the recommendations of others, nor certify that I have duly examined a teacher when I have not done so; nor certify that "I have found him qualified," when I have found him unqualified. I greatly fear that when in the Great Reporting District teachers' licenses are passed under consideration, some commissioner will be strongly inclined to deny their own signatures.

SCHOOL-HOUSES.

With extreme gratification, I am able to report a vastly improved condition in the school buildings of this district since my last report. A large number have been repaired, refurnished and made comfortable and attractive, which before were absolutely uncomfortable and repulsive.

New and graceful buildings have been erected in some districts which are ornaments to the localities in which they stand, and are evidences of the intelligence, enterprise and wisdom of the voters.

Those deserving of especial mention have been erected in the villages of Keenville, Antwerp and Philadelphia, and in districts Nos. 16 Champion and 7 Philadelphia. These buildings have been constructed in reference to the wisest adjustment of light for the welfare of the eyes of the pupils, and they employ the most approved

modern mode of ventilation, viz.: the admission of pure air from without, heated by means of a jacketed stove or furnace, with the provision of an escape flue for foul air, with the orifice at or near the floor.

The necessity of properly ventilated school rooms is being felt to a much greater extent than formerly. When it is appreciated that the most fruitful seeds of diphtheria, scarlet fever, and kindred diseases are sown in the foul air of the school room, it will be acknowledged that the importance of this subject cannot be overestimated. It is a noticeable fact that in those regions, formerly infested to a fatal extent with these scourges, the introduction of thorough school-room ventilation has made an entire change, and an almost absolute freedom from them now prevails.

Externally, most of our school buildings are in fair condition, but in regard to the internal *necessities*, there is a deplorable lack. I refer to the almost entire absence of adequate means whereby to illustrate the lessons of the classes.

This is not a new defect, nor is it peculiar, I imagine, to this district. It prevails almost everywhere, and its prevalence is a standing sarcastic commentary on the boastful spirit manifested in relation to our school system. Our cities and towns build splendid school-houses, and furnish them with elegant desks for the scholars to sit at, and put, perhaps, a few outline maps on the walls, and possibly a few books of reference on the teacher's desk, and then congratulate themselves on the superior equipment of their schools. Such equipment, comparatively speaking, amounts to nothing. The teachers are compelled to violate the order of nature in connection with almost every study, and teach the facts they deal with as abstractions alone, which is the very means to communicate vague and false ideas, because of the want of objects wherewith to illustrate them. I doubt whether in so many as a half-dozen Jefferson county schools there are so much as sets of weights and measures, wherewith to illustrate the denominate tables. Children are taught that four gills make a pint, and three feet make a yard, and yet are never shown a gill measure or a yard stick, whereby to impress upon their minds the practical reality; except where, here and there, an enterprising teacher has more forethought than his employers, and provides some of these assistances for himself. In what we would suppose would be the more ordinary and indispensable utensils of illustration — globes, maps, numerical frames, dividers, etc., there is a deplorable destitution. At what a comparatively slight expense, cabinets of objects to illustrate all the prominent subjects taught in our schools could be procured.

The age is full of croakers, who, on the platform, through the press, and on the street, cease not to proclaim that the public school is a failure, because the pupils do not receive *practical education*.

Practicality in teaching is utterly and absolutely impossible without illustration, and illustration is equally impossible without the provision of objects whereby to illustrate. Let the school boards

and trustees make this provision, and the grounds for the charge of impracticality will be speedily removed. To neglect such provision is utterly at variance with the demands and progress of the age.

TRUSTEES.

The trustees, who are the wardens of the schools of this district, are, as a general thing, the most intelligent and worthy men of their respective communities. Often, however, it occurs that a trustee is elected upon the policy of parsimony, which policy, almost always, is inaugurated by the employment of a cheap teacher. This course acts disastrously upon every true interest of the district, and is a source of constant dissatisfaction to all parties concerned.

I took occasion in my former report to deplore the one trustee custom, and to recommend a return of the districts to three trustees. I hereby renew the recommendation, and am prepared to show that the decline in efficiency in many of our schools can date its commencement at the time the one trustee system was inaugurated. Many districts, I am happy to report, have, since the law permitted them to do so, returned to three trustees, and, as a result, have shown immediate signs of improvement.

COMPULSORY EDUCATION.

The compulsory education law is, in this district, entirely inoperative, and its enforcement, in its present state, seems to be impossible and undesirable. Still there are many idle, truant and incorrigible children who are rapidly becoming confirmed criminals and hopelessly vicious, whose presence among well behaved children in the public schools would be dangerous and intolerable. I heartily indorse the recommendation that the Legislature pass such enactments as may be necessary to establish one or more truant or reform schools in such localities in the State as will meet the convenience of the several communities interested therein.

COURSES OF STUDY.

The aim of our common schools should be two-fold, viz.: the fitting of the children for the high functions of American citizenship, and the furnishing to them the basis of a capital of knowledge which shall make probable their future self-maintenance. The State wisely insists upon the former as the only safeguard against communism, anarchy and ruin. The tax payers have the right to insist upon the latter as a proper return for the expenditure which they are called upon to incur in the support of the schools. Taken together, they form the principal element of greatness and success, for intelligent industry is the highest type of American citizenship.

There are grave doubts in the minds of many observant, thinking men whether our educational courses are reaching this two-fold

aim. It is a fact that a large majority of the children of the public schools, if they obtain a livelihood, must secure it by manual labor. It is also a noticeable fact that the more completely they traverse the courses of study laid down for them, the less inclined they are to enter any of the trades or engage in any manual labor, and are restless and dissatisfied with any thing but a professional or business life. Hence, the professions and clerkships grow more crowded each day, and native born workmen in our shops and factories grow scarcer, while starving lawyers, doctors and book-keepers rapidly increase in numbers.

The cause of this state of things is not that we give too much literary education, but that we give too little industrial. After our boys have sat behind a desk, pen in hand, following out our educational code until they are sixteen years old, we find that they have lost their inclination for manual labor, and prefer to starve on the pittance of a clerk or book-keeper, rather than live on the less exacting but more ennobling remunerative labor of their hands. Advanced literary studies should come later in the course, and in their present place, should be substituted, constructive drawing, and the elements of physical sciences, so far as they can be illustrated by the common things of every day life. Instruction in these branches should be given in our normal schools and teachers' institutes, and the requisite knowledge be thus diffused through the teachers to the schools of the State.

TEACHERS AND TEACHING.

A majority of our teachers are fully alive to the demands and progress of the age, and are conscientiously working to keep abreast of the times. The exploded custom in arithmetic, grammar, geography and history, of assigning scholars, lessons by the page, which for all practical, valuable purposes, might almost as well have been committed to the stomach as to the memory, is rapidly disappearing; and the class instruction which consisted solely of text-book recitations and text-book promptings is being superseded by sound discussion of principles with illustrations of the same.

Teachers are not required to teach in accordance with any prescribed method; but whatever method they adopt, I insist that they labor for the following results:

Teach so as to excite ideas in the minds of pupils. Teach the pupils to come into possession of ideas, in such a way, that the process will train him to think correctly. Require ideas to be stated by the use of the best form of expression. Teach principles and rules in such a way that they will be understood, and give the pupils much practice, applying rules to the solution of all questions which may arise under them. As young pupils gain all their knowledge through their senses, bring the objects of their study before them.

As reading is impossible without the ideas expressed by words are understood, teach by object lessons the meaning of the words in connection with the words themselves. Train the pupils to enun-

ciate and pronounce distinctly; to read naturally and not mechanically, as is always the case where the sense is neither understood nor expressed.

Teach the first lesson in arithmetic by the use of objects with which to perform the first operations in numbers. Let the pupils construct their own tables in addition, subtraction, multiplication and division by the use of these objects.

Geography is a description of the earth, hence the study should be "of the earth, earthy," and not a description of dots and lines, printed upon a map; therefore geography must be taught by leading a student to study the earth; maps and globes are to be used as illustrations of the objects of study. The pupil must be taught to construct maps for himself, and on them locate the relations of countries, towns, rivers and mountains, and then by imagination to transfer these relations to the earth itself; and in this way to study the earth, and not merely a map.

Grammar is to be taught not by simply committing to memory rules that pupils never learn to apply, but by actual practice in constructing the English language.

Object lessons in color, form, size, etc., are advised; singing is encouraged, and gymnastics and other sources of relief from weariness are demanded.

The effect of such teaching is marvelous. In such schools, so great is the interest in study, that punishment for insubordination is almost unknown, and the moral nature, as well as the mental, seems to receive a correct culture.

It is not in developing brain power only or chiefly, that the teacher's service is valuable. His influence in forming correct habits of thinking and feeling is where the great value of his service rests. The training to close and accurate observation and investigation, to promptitude, to industry, to acting from high and honorable motives, a true *esprit de corps*, to a correct taste, to a love of humanity, of country, and of God, these are transcendently more important than all the knowledge of the books. We would raise our ideal standard of the teacher, and then try to bring him up to our standard.

I desire to renew the expression of my opinion, that the school year should commence on the 1st of August, and that a compulsory act should be passed in regard to the attendance of teachers at teachers' institutes, and should be glad of opportunity to give my reasons for the same, but I already need to apologize for the immoderate length of this report.

In conclusion, permit me to return my thanks to the citizens generally, and particularly to the school officers of this district, for their many acts of hospitality and kindness, and to the Department for many favors and much information.

Respectfully submitted,

AMBROSE E. SAWYER,

School Commissioner.

CARTHAGE, December 7, 1880.

JEFFERSON COUNTY — THIRD DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — I respectfully submit the following, in addition to the financial and statistical reports already forwarded to the Department.

The condition of the schools in this district is varied. The majority are prosperous, while others, owing to inequality of taxation and weakness in point of numbers, are struggling for an existence. The remedy is consolidation, and it will soon have to be applied.

Many of the school buildings are unfit to be occupied for educational purposes. There is, however, a disposition for improvement in this direction, and, while some will repair, I hope to be able to report next year that at least four new school-houses have been built.

District No. 4, Lyme, has erected, during the past summer, a commodious building, which will cost, when completed, \$5,000.

One district, No. 8, Orleans, has no school-house and has not sustained a school for several years past. It is located on Wells' island, in the St. Lawrence river, and contains but few inhabitants. I have assurances that they intend to build a house and reorganize a school.

Of the whole number of teachers employed the past year, seven were normal school graduates, six were licensed by State Superintendent, and the remainder by the commissioner.

At the first meeting of the present commissioners of the county, it was resolved to make the examinations uniform as far as practicable. To that end questions are interchanged, and correct answers to seventy per cent. of the questions demanded for a third grade license, and for second and first grade licenses a higher percentage and a successful experience in the school room. The examination questions are either printed or polygraphed, and extend over the entire range of common school studies.

For the last school year, I examined 269 applicants, and granted 166 licenses, 12 of which were first grade, 51 second grade, and 103 third grade. I concede that I have granted licenses to incompetent persons. There is no unerring mode of examination. The true test of the teacher is in actual school-room work.

It would be a relief to weak-kneed school commissioners, and an advance step in the interest of common school education, if the questions to test the qualifications of applicants for licenses came from the Department. It would give a uniformity throughout the State, and, in the end, an educated corps of teachers who could and would make teaching a business.

Teachers' institutes, as at present conducted, are good as far as they go. Two were held in this county the past year, and both were largely attended, and their influence is and will be felt. But the teachers need something more than methods; they need practical drill in the actual work of teaching. County normal institutes should be established, for six or eight weeks in each year, to train teachers for the country district schools.

The normal schools are doing a grand work, but, as yet, the rural districts have not materially felt their influence.

The compulsory act is disregarded, very few of the trustees reporting in relation to it. The law should be amended or repealed.

The text-book law has failed of its purpose. At the time it went into operation nearly one-half of the districts voted a change. Families are changing their homes, and the school books go with them. The result is confusion.

The district libraries are not used nor cared for. The appropriations made for them are in the main used in payment of teachers' wages.

Among the things that retard the progress of our schools is the frequent change of teachers. This evil can be abated, I believe, by closing the school year on the 30th of June instead of the 30th of September; holding the annual meetings in July; having the schools open early in September, and continue, with a vacation of two weeks during the holidays and a week in the spring, to the close.

The summer schools, in the months of July and August, are entire failures.

The past year, I made 173 school visits, and the impressions that I received led me to believe that we are slowly but gradually improving in every thing that pertains to common school education.

For statistics relating to the district, you are referred to my statistical report.

I am a firm advocate of a government "of the people, by the people and for the people;" yet, I am constrained to say that our schools will never reach that stage of advancement hoped for under the present trustee system.

Thanking the Department for favors received,

I am, very respectfully,

GEO. W. LINGFELTER,

School Commissioner.

LA FARGEVILLE, November 15, 1880.

KINGS COUNTY — RURAL DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — Your circular letter of July 20th, directing a written report, is received. I observe that you desire the report shall show, among other things, the following:

1. The work accomplished during the past year as school commissioner in the district, number of schools visited, and a general report of the impressions received as consequence of those visitations; the number of teachers licensed; the methods pursued in

examining and licensing teachers, and suggestions concerning the operations of the school laws of the State, especially in the matter of the apportionment of the public moneys; the alterations of school district boundaries; the settlement of local and neighborhood difficulties arising in school districts, out of school affairs, and the methods of the employment of teachers.

2. The effect of the institutes held in the county, and the public sentiment concerning them. How the normal schools are regarded, and whether, in my judgment, they are accomplishing the work designed by the Legislature when they were established.

3. My observations as to the manner of work accomplished by academics and private schools in the district, together with such other matter relative to the cause of education as my observation and experience may suggest. In response, I respectfully submit the following:

EDUCATIONAL WORK PERFORMED.

On the first day of January, 1871, I entered upon the duties of school commissioner. I had passed over twenty years in teaching in the public schools of this State, and I could but feel that the office of school commissioner was one of great responsibility, and it has been my earnest desire faithfully and fully to meet that responsibility. Acting under a firm conviction of justice to all, yet I do not claim to be free from error. I have given my entire time to visiting schools, and to the work generally, and have labored earnestly and faithfully to encourage the youth to more earnest efforts in the matter of education. During the past year, I made two, and in many cases three visits to all the schools under my jurisdiction. With few exceptions, a half day was spent in each. In some of the union schools a whole day was spent in examining the various departments. My principal efforts in the school-rooms have been directed to *classification* and *methods of instruction*. I have endeavored to induce teachers, to the full extent of my ability, to become thinking, progressive teachers, and as a means to this end, to take and read regularly some large educational journal, and to procure books for study bearing directly upon their work, in and out of the school room; the trustees to procure school apparatus charts, globes, etc., that the teachers might be enabled to make better and more lasting impressions upon their pupils.

WORK DONE BY OTHER AGENCIES.

Among the recognized educational agencies, the normal school stands one of the first. A special preparation is needed to fit teachers for their profession, so that the greatest results may be attained with the least expenditure of time. Teachers should avail themselves of the liberal advantages afforded by these schools. The influence of the normal schools is not so strongly felt in this, as in some other counties, owing, no doubt, to their distant location. We should be pleased to see some effort put forth during the next

session of the Legislature toward locating one in Kings or Queens county.

Teachers' institutes have touched and quickened the very springs of education. The institute for this county was held at Flatbush, commencing May 10, and continuing one week, Professors John Kennedy and Charles T. Pooler conducting the exercises. I cannot speak too highly of these faithful instructors. Much interest was manifested, and the improved methods of instruction were clearly developed and thoroughly impressed upon the minds of those present. I consider that teachers' institutes have done excellent work in this commissioner district in awakening new interest in teachers and citizens, and imparting instruction to aid teachers to do better work in their schools. Trustees in districts where teachers were required to attend have assured me that their teaching was thereby materially improved. I have myself observed very marked exhibits of their worth in improving methods of instruction. In my opinion, the good resulting from institutes held in this county fully justifies the expenditure, and confirms the wisdom of the State in providing for them.

SCHOOL LAWS.

The present compulsory enactment receives but little attention from school officers. It is very generally considered that this law is unnecessary in rural districts. If its provisions were enforced in villages and in manufacturing districts, I doubt not but that the attendance would be increased fully one-half. But *how* to enforce them seems to be the question.

The text-book law is far from satisfactory. Not that the law is an unjust one, but on account of the inability on the part of the people to carry it out wisely. Town uniformity would be more practicable.

Of the operations of the law of 1878, appointing a separate day from that of the annual meeting for the election of trustees, in certain districts, meets with some favor in this commissioner district. I think, however, it would be better to hold the election in the evening, as it would be more convenient for the working classes.

TEACHERS.

The number of licensed teachers employed and teaching at the same time for twenty-eight weeks or more was 72. The number receiving license from the State Superintendent was 9. I granted to 7, certificates of the third grade; to 25, the second grade; and to 21, the first grade. I have as far as practicable adopted a uniform standard in the examination of teachers. To obtain a certificate of the third grade, the applicant must pass seventy-five per cent. of all the studies taught in common schools, eighty-five per cent. to entitle him to a second grade. First grades are granted only to those who are known, from personal

observations in the school room, to possess *ability* to teach, as well as a thorough knowledge of the branches taught.

My observation and experience lead me to the following conclusions:

Examinations of teachers should be uniform throughout the State, and regulated by the Superintendent of Public Instruction. Certificates should be of three grades, denominated State, county and town certificates. State certificates granted as now prescribed by law. County certificates granted by a board of examiners, consisting of the commissioners of the county, with two additional members appointed by said commissioners. Examinations to be held annually. Questions to be furnished by the State Superintendent of Public Instruction. Town certificates to be granted by the commissioner having jurisdiction in the town where the application is made.

Teachers should be obliged by law to attend teachers' institutes. Most of the teachers in this commissioner district have proved themselves competent for their work, and their honest endeavors to perform their duties are noticeable.

PARENTS AND GUARDIANS.

Our teachers must have the co-operation of parents and guardians, or the money we are pouring out so ungrudgingly is lost, and even worse than lost. Very many send their children to school and seldom or never see the instructor, who is operating daily and deeply on their minds and characters. The presence of parents in the school room will do much to encourage both teachers and pupils, and will show to them an interest in the great work in which they are engaged. The teacher's position is an arduous and important one; there is none higher or nobler than the training of the human mind.

Parents, you have received these children from the Almighty; at your hands He will require them again with an account of your stewardship. See to it, then, that they are educated, but do not leave their education too much with the schoolmaster. You should co-operate with him, unite your labors with his, and ascertain the influence of the teacher and the influence of the school upon the child, remembering that —

"A pebble in the streamlet scant,
Has changed the course of many a river;
A dew-drop on the slender plant,
Has warped the giant oak forever!"

OBSTACLES.

In previous reports to the Department I have spoken of the vast discrepancy in the taxation imposed for school purposes in the various districts. Some legislation should be devised to equalize the burden. In my opinion, the most practical solution of the difficulty would be to place all the districts of a town under the management

of one board of education, with power to levy a direct tax upon the whole town for all school purposes. It would admit of having at least one good school in each town, to which all scholars of a higher or advanced grade could have access. It would end disputes about district boundaries, each child going to that school which is most convenient and beneficial.

I consider the present system of employing teachers by trustees to be incompatible with the best interest of our schools. I would have them employed by the men who examine them, and examined before they are employed.

All difficulties arising in school districts, out of school affairs, should, in all cases, be brought before the school commissioner for a hearing. In this way, more direct and better evidence could be obtained. His decision subject, of course, to an appeal to the State Superintendent.

The money now apportioned for library purposes, with a like amount raised by district tax, should be expended in purchasing text-books, to be used by those attending school.

The cost of school books being so great, the purchase of them is a heavy tax upon the poorer class, many of whom have large families to provide for. Union free school district No. 2, town of New Lots, to make her schools more free, has adopted the plan of furnishing books free to all the scholars, not as a gift, but as a loan for use, to be returned to the proper authority at the close of the term, to be re-issued at the commencement of a subsequent term.

FINANCIAL AND STATISTICAL.

The following is an exhibit of the most important financial and statistical items contained in my abstract of trustees' reports, for the school year ending September 30, 1880.

Receipts.

Amount on hand October 1, 1879	\$22, 402 49
Apportioned from State.....	14, 588 96
Raised by tax.....	41, 910 24
Other sources.....	8, 754 10
Total.....	<u>\$87, 655 79</u>

Payments.

For teachers' wages.....	\$37, 282 59
For libraries.....	258 03
For school apparatus.....	757 10
For colored schools.....	473 70
For school-houses, sites, etc.....	12, 500 78
For incidental expenses.....	13, 886 95
Amount on hand September 30, 1880	22, 496 64
Total.....	<u>\$87, 655 79</u>

Statistical.

er of lieensed teachers.....	72
er of children of school age.....	9, 801
er of private schools.....	10
er of weeks of school.....	784
er of children attending school	4, 943
ge attendance.....	2, 640
er of inspections by commissioner.....	52
er of volumes in libraries.....	7, 452

of school-house sites.....	\$25, 680 00
of school-houses and sites.....	125, 280 00
of libraries.....	4, 511 00
ed valuation of property.....	11, 781, 381 00

Institute.

	Males.	Females.	Total.
er of teachers in attendance.....	20	57	77
lance in days.....	90	282	372
ge daily attendance.....	18	55	73
er of terms teachers have taught.....	638	492	1130
ge number of terms.....	31	8	39

CONCLUSION.

Reviewing our schools for the past year, we feel warranted in that all of them have been profitable. We are aware that will find fault with our labors, and some criticise our remarks; we submit our proceedings to the inspection of those for whom we labored, in the firm consciousness of having honestly and truly endeavored to do our duty.

With thanks to the Department for the many favors received and courtesy extended to me at all times,

I am, very truly yours,

C. WARREN HAMILTON,

School Commissioner.

W LOTS, November 12, 1880.

LEWIS COUNTY — FIRST DISTRICT.

NEIL GILMOUR,

Superintendent of Public Instruction:

— In compliance with your circular of July 20, 1880, I respectfully report as follows:

I have made 198 visits to schools in this district during the past

There is a great diversity of advancement in the schools, and they are not, as a whole, doing what they ought, but I believe there is a tendency for the better, an improvement in methods and results, which, though slow and sometimes intermittent, is noticeable, and that there is an increasing desire on the part of teachers to improve in their work.

During the past year, I have licensed 166 teachers — 23 of the first grade, 52 of the second and 91 of the third. My method of examination is by requiring written answers to printed questions which are intended to ascertain, as far as possible, the extent and thoroughness of the applicant's qualifications. This method seems more satisfactory than one requiring mere oral answers, as it tests the applicant's knowledge of spelling and grammar, and furnishes a record of the examination for future reference.

As to the difficulties arising from school matters, which are a constant source of annoyance to the commissioner, one finds that such matters are often only the excuse or occasion for difficulties arising from other causes. Giving the settlement of such difficulties to the Department of Public Instruction is a wise provision of law; for while it increases the labor of the Department, it prevents litigation, the decisions are more readily acquiesced in, and peace comes more speedily than it would after a wrangle in a court of justice.

The principal difficulties in the practical working of the school laws arise from want of interest on the part of inhabitants and school district officers, in the welfare and quality of the schools. This indifference is the greatest obstacle met with in the attempt to give those who should receive them the educational advantages provided by the State. This indifference of officers and people is a fruitful source of the indiscriminate fault finding about teachers, so common in many districts. The fault lies rather with those who encourage the employment of incompetent teachers, by inducing young persons to teach school at such rate of wages as drives into other occupations those who are capable of wisely conducting a district school. Any diffusion of intelligence among the people would tend to simplify and aid the work of supervision and improve the whole tone and character of their schools.

The influence of the State normal schools, so far as their pupils have taught in this district, has always been good. In the few, some ten or twelve instances where normal graduates or pupils have been employed under my supervision, the methods of teaching have been superior to, and the results reached more satisfactory than in other cases; and the same may be said of the influence of teachers' institutes.

The teaching in these institutes is pre-eminently practical, and while the benefit derived, of course, depends much upon the individual character and capacity of the person, teachers who attend

regularly do not fail to incorporate much of the instruction there obtained, in their daily work.

Advancement is made little by little, but every impulse or help in the right direction is a benefit to the State, and should be encouraged.

Very respectfully yours,

B. S. HOUGH,

School Commissioner.

WEST LEYDEN, *December 15, 1880.*

LEWIS COUNTY—SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I respectfully submit the following report of the condition of the schools of this commissioner district.

The district comprises nine towns — Croghan, Denmark, Diana, Harrisburgh, Lowville, Montague, New Bremen, Pinckney and Watson. It contains 108 school districts, having school-houses in this commissioner district, and 10 joint districts with school-houses in adjoining counties. The school population of this district is 5,975, of whom 4,119 were enrolled, with an average attendance of 50 per cent. enrollment.

The academics at Lowville and Copenhagen are supplied with efficient teachers, sufficient apparatus, and are well patronized.

The Lewis county institute is held at Martinsburgh, each year, usually in September. As most of the teachers attend these institutes, and but few attend normal schools, the instruction given by the able instructors, Lantry, DeGraff, Northam, Pooler, Johonnot and Barnes, is far-reaching, extending into nearly every school, while the normal methods are known to but few.

During the time I have had charge of this district there have been 13 new school-houses built, and 11 thoroughly repaired. I have made 202 visitations at the schools in this district, during the past year; have held teachers' examinations in six of the towns twice each year, except when sickness prevented; have endeavored to discharge the various and complicated duties pertaining to the office to the best of my ability, and am indebted to the people in general, school officers, teachers and the Department, for the many kindnesses extended and wise counsel received.

Your obedient servant,

J. A. HARVEY,

School Commissioner.

WATSON, *December 27, 1880.*

LIVINGSTON COUNTY—FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In obedience to your order, I would respectfully submit, in addition to my financial and statistical reports heretofore made and forwarded to your Department, the following statement of matters pertaining to the schools under my supervision.

This commissioner district is composed of nine towns, embracing within its limits 90 districts having school-houses in this county, and six joint districts having school-houses in other counties. There are 81 frame, 6 brick and 3 stone school-houses, valued with their sites at \$89,465. Average valuation of each school-house and site about \$994.

The assessed valuation of taxable property is about \$14,905,655, which would make the average valuation of taxable property of each district about \$175,638. From these figures it will be seen that there is in this district about \$1 of school property to every \$176 of taxable property.

A majority of the school-houses are in good repair, but there were a few old and uncomfortable buildings, some of which have been repaired, while other districts are preparing to build or repair in the spring.

Of the 90 school districts, 87 are common; one of the 87, No. 5, Caledonia, is graded equal to some of our best union schools, and several others deserve special mention, but space forbids. No. 5, Geneseo, is the oldest union school in the district; but since the Geneseo normal school was established, the number of teachers has been reduced to two. The trustees report 624 children, and only 151 who have attended school some portion of the school year.

No. 5, Avon, union, and No. 9, Livonia, union, are both doing thorough and complete work. The latter has an academic department, and the trustees of the former are taking measures to organize one. The school districts having school-houses in this county require 111 teachers when all the schools are in session. The whole number of teachers employed some portion of the year, was males 45, females 139; total 184. Of these, 145 were licensed by a school commissioner, 7 by the State Superintendent, and 22 were graduates of the normal school.

The number of children of school age residing in the district September 30, 1880, was 6,839. The whole number of pupils that attended the public schools in this district, during the year, was 4,574.

The whole number of days' attendance at the district schools was 428,962. Average daily attendance was 2,457.302 showing a decrease of 80,215 from last year. This decrease in attendance is due to the measles which prevailed in the winter season in different parts

of the district, so that many large schools were reduced to a small attendance for weeks, and others were compelled to close for some time. Seventy-eight districts have but one trustee, 8 three, 1 two, and the three union districts a board of 9 each.

The following is an exhibit of the receipts and expenditures during the year:

RECEIPTS.

Cash balance on hand October 1, 1879.	\$1, 709 36
State apportionment.....	13, 849 48
From non-resident pupils.....	412 23
Teachers' board.....	377 65
Raised by tax.. ..	17, 540 51
Total	<u>\$33, 889 23</u>

EXPENDITURES.

Teachers' wages.....	\$26, 505 17
Libraries	60 10
School apparatus	129 72
For school-houses and repairs	2, 412 33
Incidental expenses.....	3, 416 18
Amount on hand September 30, 1880.....	1, 365 73
Total	<u>\$33, 889 23</u>

From these figures it will be seen that the total cost of maintaining the schools of the district for the year, was \$32,523.50.

Average cost per school, about \$360.60. Average cost per teacher, about \$293. Average cost per pupil, according to the number who have attended school some portion of the year, about \$7.10. Average cost per pupil, according to the average daily attendance, about \$13.25.

Of the 90 school districts, 45 have book-cases for their libraries, such as they are, and 45 have none. Thirty districts have 2,869 volumes, valued at the sum of \$1,748; 60 have no library whatever.

From these facts it will be seen that the district libraries are not well kept; neither are they well cared for, judging from the appearances of the libraries themselves, the little interest manifested by the school officers and the inhabitants in replenishing them, and the further fact that about all the library money apportioned to the districts is used for the payment of teachers' wages. It would seem, therefore, to be of little use to apportion from the school moneys a separate fund for library purposes; but it would seem as though the whole of the school fund set apart by the State might as well be set apart for the payment of teachers' wages, unless a larger apportion-

ment is made for the libraries, and a law passed by the Legislature making it obligatory on the school officers to have the library well cared for, and the money apportioned used for the advancement of the same.

But nineteen pupils have attended school some portion of the school year who were under five years of age.

Our institute was held at Mt. Morris, commencing November 18th, and continued one week. Notwithstanding the unfavorable weather at the beginning, the institute was well attended, and the interest kept up in the exercises to the close. Professors Lantry and Northam conducted the exercises in a very interesting and instructive manner. The whole number of teachers registered, males 53, females 109; total 162. Average number of terms taught by all of the teachers registered and in attendance, $7\frac{1}{2}$.

The Genesee Wesleyan Seminary, located at Lima, is a well-known institution, and under the superior management of the present principal, Rev. Geo. H. Bridgeman, is meeting with deserved success. The whole number of pupils in attendance during the year ending in June, 1880, 338. A teachers class was instructed during the fall term, and \$224 was appropriated by the Regents for its maintenance; 18 students took advantage of the instruction, and nine of them have since taught. The yearly cost of maintaining the school is about \$6,000.

Last winter I visited all the schools in my commissioner district, with the exception of two, which closed before I reached them. In the summer I visited all the schools except one. In all, I have made 206 official visits during the year ending September 30, 1880, varying in length from one hour to one day.

The power of the school commissioner over the organization of the school and methods of the teacher is limited to giving advice and advice, for practical purposes, is not equal to authority.

I find many live teachers who are doing good and thorough work. I also find a few who have mistaken their calling, and of the latter class I am glad to say that they are growing less. But taken as a whole our district can boast of an energetic corps of teachers that is striving hard to bring to light the latest gems of free education.

In some districts my name is the only one registered as a visitor.

During the season, in my visits to the schools, I made it a point to urge upon teachers the necessity of attending the institute, and it is certainly gratifying to know that many of them were present. The most successful teachers have, when it was possible for them to do so, been present at our institutes. A majority of the citizens look upon the institute as a necessity, and want their teachers to attend, but object to their doing so at the expense of the tax payers.

During the interval between November 1, 1879, and November 8, 1880, I have held ten public examinations, but, in many instances, I find that teachers prefer a private to a public examina-

n. In the time before mentioned, I have examined 224 applicants for teachers' certificates, with the following result:

e whole number of licenses granted of the first grade was...	39
e whole number of licenses granted of the second grade was	106
e whole number of licenses granted of the third grade was	39

Total number of licenses granted	184
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These figures show that about 19.7 per cent. failed to pass the required examination.

In some instances, I gave the applicant a higher grade, and, in some instances, a lower grade than he or she had received from other examiners. I have confined the grade and granting of certificates somewhat to the work done by the teacher in the school room. The following are the questions I used at my last examination:

ALGEBRA.

1. Define the terms co-efficient, exponent.
2. Show that the product of two minus quantities is plus.
3. What is an equation?
4. Define an axiom.
5. Name the axioms.
6. Find the 5th power of the binomial $a - b$.
7. A person being asked how much money he had, said if the number of dollars be squared and 6 be added, the sum will be 42. How much had he?
8. A person being asked his age said, if from the square of my age you take 192, the remainder will be the square of half my age. What was his age?

ARITHMETIC.

1. How would you present beginning numbers to a child?
2. Explain your method of teaching addition.
3. What is the product of the least common multiple of the nine digits multiplied by their greatest common divisors?
4. Explain your method of teaching beginning of fractions.
5. Explain your method of dividing a fraction by a fraction.
6. A produce dealer bought 2,000 lbs. of wheat at one time, 1,750 at another, at the rate of $\$1\frac{2}{10}$ per bushel. He sold the whole at $\$1\frac{1}{4}$ per bushel, and wishes to invest the whole amount received in the wheat in barley at $\$1\frac{1}{4}$ per bushel. How many bushels of barley can be purchased?
7. Reduce 34 rods to the decimal of an acre.
8. Reduce $22\frac{1}{2}$, $\frac{7}{15}$ to decimals and express the result in figures and words.

9. Change 20 lbs. avoirdupois to troy weight and write explanation.
10. What part of a cord of wood is a pile $7\frac{1}{2}$ feet long, 2 feet high and $3\frac{1}{4}$ feet wide?
11. Divide 83 lbs. 13 oz. 11 drs., by 5.
12. Buffalo is 78 deg. 55 min. west and Rome is 20 deg. 30 min. east longitude. What is the difference in time and which has the earlier time?
13. What is 2 per cent. of any number?
14. Sold two horses for \$100 each. On the first I gained ten per cent., and on the latter I lost ten per cent. Did I gain or lose by the transaction, and how much?
15. I received \$40.80 for selling grain at a commission of 8 per cent. What was the value of the grain sold?
16. How long must \$325.41 be on interest to amount to \$761.44 at ten per cent?
17. Write an interest bearing negotiable note of \$100.25 running 1 year, 3 months and 14 days, dated at present place and time, from Henry Harris to Thomas Newton, and find amount of the note at maturity.
18. Write an order on M. M. Campbell, trustee of district No. 5. Caledonia, in favor of Mrs. C. A. Cummings for \$100.
19. Explain the difference between interest and bank discount.
20. Explain the process of making out a tax roll.
21. Three men hire a pasture for \$55.50. A puts in 5 cows 12 weeks; B 4 cows 10 weeks, and C 6 cows 8 weeks. How much ought each to pay?
22. A borrows \$12 00 and keeps it 2 years, 5 months and 5 days. What sum should he lend for 1 year and 8 months to balance the favor?
23. What is the square root of 12.482?
24. A tree 150 feet high, standing upon the bank of a stream, was broken off 125 feet from the top, and falling across the stream the top just reached the other shore. What was the width of the stream?
25. If a cubical bin 8 feet long will hold 411.42 bushels, what must be the dimensions of a similar bin that will hold 1,000 bushels?

GEOGRAPHY.

1. Explain your method of instructing a class of beginners in geography.
2. Name all the counties in this State, west of the Genesee river.
3. Why are the tropics placed $23\frac{1}{2}$ degrees each side of the equator?
4. What important city near the center of the United States?
5. What rivers of New York flow into Lake Ontario?
6. What is the area of New York State?
7. Describe the Gulf streams.
8. What two large rivers form the La Plata?

9. Bound Spain.
10. Name and describe the largest river in Europe.
11. How many cities in the State of New York?
12. About what is the population of the State of New York?
13. About what is the population of the United States?
14. Over what waters would you pass in sailing from Chicago to Canton?
15. When it is noon here, what time is it at all places directly north and south of here?
16. Which is the greater, a degree of latitude or longitude at the equator, and why?
17. Define latitude; longitude.
18. What country of South America has no sea coast?
19. What country of Asia is separated from Africa by the Red Sea?
20. In what counties are Watkins, Waterloo, Poughkeepsie and Rockport?

GRAMMAR.

1. What should one possess before he attempts to give utterance?
2. What would you seek to cultivate in a pupil as first in the order of language?
3. Name, in the order of nature, the different ways of communicating thought.
4. Do you consider the ability to speak *extempore* desirable. If so, how would you cultivate it in the pupil?
5. What is the true test of a pupil's understanding of an article read?
6. Give your method of testing the same.
7. What is essential to a correct use of language?
8. Define grammar.
9. Is it possible to speak or write well, without an accurate knowledge of grammar?
10. What uses does grammar serve?
11. Give a summary of the process to speak and write accurately and fluently, giving original thoughts if you have any.
12. Write an article, punctuating and capitalizing properly, about our attendance at the institute, giving special benefits received, if any, and your opinion of the value of institutes as now conducted. Be assured your article will be read by no one but the school commissioner.
13. The same of school commissioners' visits to schools.
The State Superintendent asks the commissioners the above questions. They need your evidence in answering them correctly. Honest opinions will be respected.
14. What parts of speech admit of comparison?
15. Give examples of different ways of comparison.
16. Give examples of different ways of forming plural of nouns.
17. The same of possessive of nouns.

18. Give synopsis of the verb work, third person, singular, active voice.

19. The same, progressive form.

20. The same, passive voice.

21. Correct the following expressions, if incorrect, and give reasons: (a) I have broke my slate. (b) I had ought to go. (c) I must lay down. (d) A sitting hen. (e) I saw a man drinking wine with a Roman nose.

22. Analyze according to some familiar plan, or diagram, the last sentence.

23. The same, the following: A kid, standing on the roof of a house, railed at a wolf passing by. To him the wolf replied, "Not you, but the roof rails at me." Often time and place make timid men bold.

ORTHOGRAPHY.

1. Define orthography.

2. What is a letter?

3. How many letters in the English language?

4. How many sounds do these letters represent?

5. How are they divided?

6. Indicate these sounds by means of characters which are used in Webster's Dictionary, printing the letters in small Roman characters.

7. What is a syllable?

8. What is a word?

9. What is a word of one syllable?

10. What is a word of four or more syllables called?

11. What is a *primitive* word?

12. What is a *derivative* word?

13. What is a *simple* word?

14. What is a *compound* word?

15. What is accent, and how indicated?

16. Give an example.

17. What is orthoepy?

18. What is emphasis; how indicated in script, and how would these words be printed?

19. What is elocution?

PHYSIOLOGY.

1. Explain the bone system of the human body, and its use.

2. How are the extremities of movable bones united?

3. What exists between these extremities?

4. What use do they serve?

5. What purpose do bones in the joints serve?

6. Of what is bone principally composed?

7. Explain the muscular system and its use?

8. How are they attached to the bones?

9. Explain their operation.
10. Of what is the circulatory system composed?
11. What is constantly going on in the body?
12. Explain the use and operation of the heart.
13. Explain the use and operation of the lungs.
14. Give an outline of the nervous system.
15. Where is the seat of sensation and nervous energy?
16. By what are all the operations of the human system controlled?
17. Explain the operation of the will on the body.
18. What is necessary to the healthful condition of the body?
19. To a healthful condition of the mind?
20. Give in the order of their importance the elements essential life.
21. Of what kind of food should persons living in cold climates and those working in the open air, partake?
22. Intellectual workers?
23. Persons of sedentary habits?
24. Explain the process of digestion.
25. Name the vital organs.
26. Is the skin a vital organ?
27. Name the senses.
28. Explain the process of digestion and nutrition.
29. Give some general rules for health applicable not only to neral life, but to the school room and teacher.

SCHOOL LAW.

1. Is a verbal contract of trustees and teachers valid?
2. On what must you rely in such contracts?
3. What would you advise in such transactions?
4. What is the school law, if not specified in the contract, in re-
tion to teachers serving (a) as janitors, (b) taking holidays, (c)
ring time without consent of trustee, (d) enforcing order, (e) in-
tutes?

SCHOOL MANAGEMENT AND METHODS.

1. Describe your plan of organizing a school.
2. How would you seek to overcome multiplicity of classes?
3. Do you write out a program of school work and post it in
onspicious place in the school room?
4. Do you think it necessary?
5. What is the first essential principle in school government?
6. How would you seek to secure order?
7. Name some of the principal objects you strive to attain in
ool work.
8. Mention some principles of teaching.

UNITED STATES HISTORY AND CIVIL GOVERNMENT.

1. By what people and when was New York State first settled?
2. Name the thirteen original colonies.

3. What principle of taxation did the colonists contend for?
4. When did Lincoln issue the Emancipation Proclamation?
5. When, where and by which side was the first shot of the rebellion fired?
6. Who was president of the Southern Confederacy?
7. Name your supervisor and town clerk.
8. Name the officers of the President's cabinet.
9. Who is your congressman, and what is his salary?
10. Name all the State officers elected by the people.
11. How are assemblymen and senators paid, and how much?
12. Name qualifications requisite for jurors.
13. What is the lowest court in the State?
14. What is a jury?
15. Who are the State canvassers?
16. Who is Superintendent of Public Instruction, and what is his salary?

Moral character and ability to impart instruction being satisfactory, the required standard for a third grade license was seventy-five per cent.; for a second grade license was eighty-five per cent.; for a first grade license was ninety per cent.

During the third week of March, together with my worthy co-laborer, commissioner Curtice, we apportioned the school money to the several districts of the county.

On the application and with the consent of the trustees, commissioner Preston, of Ontario, and myself, made an order altering the boundary lines of Nos. 3, Livonia, Livingston county, and Canadice, Ontario county. I also, with the advice and consent of the trustees, granted an order altering the district boundaries of Nos. 7 and 10, Geneseo.

The compulsory act is a dead letter.

The text-book law is a nuisance. I find that one district has adopted one kind, an adjoining district another, and so it goes. There is no uniformity of the books used.

I am sorry to say that, in a few cases, I find trustees inquiring after, not the best, but the *cheapest* teacher, and I have tried to impress it upon them that the *best* is the cheapest.

The Geneseo normal school has done a great work in advancing education, and many of the inhabitants of this district feel themselves under lasting obligations to its able principal, Dr. W. J. Milne, and all the other members of the faculty, for the interest taken and practical work accomplished. In my judgment, the normal schools are accomplishing the work designed by the Legislature when they were established.

To sum the whole matter up, I think that I can with propriety safely repeat my words of last year, that we are still improving in our educational work, and that the schools, with a few exceptions, have done well.

One of the greatest evils of our schools is the frequent change of teachers.

Good teachers should be retained.

Parents should visit the schools often.

I believe our school system one of the best in the world. It needs no changes except something that may make it more efficient in carrying out its purpose.

In closing this report, I would express my obligations to the trustees and teachers for their hearty co operation, and for the respect shown me.

My thanks are due to the inhabitants of the district for their kindness and hospitality, to my colleagues and educational friends for their advice and counsel, and to the Department for favors granted and prompt answers to all my communications.

Respectfully yours,

FOSTER W. WALKER,
School Commissioner.

CALEDONIA, November 12, 1880.

MADISON COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In accordance with your direction, the following report is respectfully submitted.

Circumstances will not warrant me in saying that the past year has witnessed all the improvements in our common schools that one thoroughly interested in the cause of education could wish for, yet it has been my pleasure to witness many gratifying results.

Teachers are more wide awake and seem to have more spirit for the work. Trustees, in many cases, are looking more to the qualifications of teachers, instead of the cheapness, as formerly.

While many edifices are poor excuses for school-houses, it has been gratifying to see a few districts yield to argument, and repair the old structure or build new.

The teachers' association, established last year, and the teachers' institute, held twice in each year, are important factors in elevating the qualifications of teachers. It is gratifying to see increased interest taken at each successive one of these meetings, and still more so to see that the schools are reaping the benefits of them.

I have made 224 visits during the past year. In a great many instances, I have found the teacher doing with her might, mind and strength, her whole duty, and doing it well. Many of the exceptional cases are where the teacher has taken up the work of teaching as a temporary employment.

I have made it a rule to advise the teacher who does not do satis-

factory work, of her faults, and tell her how she can improve. These criticisms are received in the best of spirits, and result in much good.

I find a great lack of school apparatus, such as globes, outline maps, blackboards, etc. In the construction of school buildings, little or no attention has been paid to ventilation.

I have licensed 216 teachers within the past year. The greater portion of these were teachers whom I had previously licensed.

I usually hold public examinations, one in each town twice a year, giving one day in a place. This time is too limited for a sufficiently thorough examination. Many come to my office for inspection, and though it is inconvenient for me many times, I do not discourage it. It is my experience that public examinations do not afford the opportunity for bringing out the different points of qualification necessary for a teacher to have, that private examinations do.

If it were not for bringing together so many in one examination class, I should be in favor of having uniform examination questions throughout the State. This would make it necessary to hold all examinations at one date, and, of course, make large classes necessary, not giving much opportunity for judging qualifications, except from examination papers.

I notice a too frequent change of teachers in the schools. This is, in a great measure, owing to a frequent change of trustees. Trustees should continue in office longer than one year, or what would be better, abolish the present system of trusteeship, and establish a "town board" of trustees, and let the employment of teachers rest with them. This would obviate many difficulties. It would remove the temptation to trustees under the present system, to make a change of teachers and employ particular ones for personal reasons, such as getting the teacher to board with them, and thus make a little profit to themselves, etc. And again, the secretary of this "town board" would, doubtless, be a competent person to keep district accounts, and report accurately to the commissioner at the close of the school year.

Many districts employ cheap teachers in order not to expend more than the public money, and have their school taught 28 weeks in the year only, thus complying with the requirement necessary to draw public money. To overcome this evil, an increased apportionment seems advisable, the consequence of which would be that there would be more pains taken to secure excellent teachers, and more than 28 weeks taught.

The suggestion that the school year be changed, to begin August 1st, seems to me to be reasonable. The annual school meeting should be held some time in August. This would give the trustee an opportunity to act for the whole of his school year. It would also remove the necessity of dividing the fall term, and reporting one portion of it in one annual report and the remainder in another.

The teachers' institutes are doing an excellent work in this country. There is an increased interest taken in them. At our last session a

larger number of teachers was present than we had been in the habit of witnessing in this county. These institutes work hand in hand with the associations, inspiring teachers to greater activity, giving them new and better ideas, making them stronger for the arduous duties they have to perform. Altogether, the institutes are gaining ground, and popular sentiment is becoming more and more in favor of them.

I believe the normal schools afford superior advantages in preparing persons for the work of teaching. My regret is, that so few, compared with the many now engaged in teaching, have received those advantages. If teachers could receive better wages, and at the same time the standard of qualification be raised, there would be greater inducements for persons to fit and prepare themselves for teaching as a life-work, and they naturally would seek the best advantages afforded for such preparation. The normal schools furnish the training needed by every teacher.

Madison University, located at Hamilton, is a flourishing Baptist institution of learning. Although established in the interest of ministerial education, it gives literary advantages to all. The alumni are found in all the professions. It consists of three departments, viz. : theological, college and academic. The academic department, or Colgate academy, as it is called, strengthened by a large endowment fund, and an excellent faculty, stands in the first rank as an institution of learning. Its annual average of students in attendance is about 100.

In conclusion, I gratefully acknowledge my obligations to the Department of Public Instruction for its official courtesies, and for the prompt attention it has given to frequent inquiries.

Your humble servant,

G. NEWTON WHITE,

School Commissioner.

GEORGETOWN, November 16, 1880.

MADISON COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In conformity with your request, the following report of educational matters in this commissioner district is respectfully submitted.

The second commissioner district of Madison county embraces the six towns of Cazenovia, Fenner, Lenox, Smithfield, Stockbridge and Sullivan, being the northern part of the county.

By the favor of the people of the district, the majority of whom hold political sentiments adverse to my own, I am near the close of the second year of the second term of my incumbency of the highly important office of school commissioner; and, therefore, I will

venture to use the more freedom in describing our educational interests.

There are, in this commissioner district, 101 school districts, including parts of joint districts, the school-houses of which are in this county. Of these, 16 are in Cazenovia, 14 in Fenner, 27 in Lenox, 9 in Smithfield, 15 in Stockbridge, and 20 in Sullivan. There are, also, 7 parts of joint districts the school-houses of which are in other counties. Cazenovia has four of these, Lenox one, Stockbridge one, and Sullivan one.

Several of the school districts have built new school-houses, of improved construction, during my term of office, while others have rebuilt or made important changes upon their school-houses, so as to make them more convenient and comfortable for school purposes. One of the best, if not the very best, school-houses in the district, is the new edifice in union district, No. 9, Lenox, in the enterprising village of Canastota. Remembering how greatly the village had suffered from incendiary fires, the noble example it has placed before the other districts of the town and commissioner district seems truly wonderful. It is eminently worthy, in all respects, of the oldest union school district in my jurisdiction, and it has had and will continue to have an important influence in other districts, in favor of better school-houses. To Prof. Aaron White, for many years the excellent principal of Canastota union school, but now teacher in Cazenovia seminary, much of the credit of this superior edifice belongs. Long may it remain a monument of his zeal for popular education, and a fitting testimonial to the noble interest of the people of the district in the same worthy cause. Wampsville and also Lenox Basin, in the town of Lenox; District No. 5, Cazenovia; Oak-Hill, Sullivan; and other districts elsewhere, have imitated Canastota, according to their means, so that the work of replacing former imperfect structures with modernized school-houses, of improved construction, is well begun, and we may justly hope that a new era of better school architecture has dawned upon us, which will permeate to all parts of the district, producing the desired beneficial results.

During the past year, my ill-health has interfered somewhat with my supervision of the schools; but, by correspondence and otherwise, the condition of the schools has been ascertained, and necessary advice has been given, so that the hope is confidently indulged, that the educational interests of the district have not suffered through the commissioner's illness. At the present time, his life spared and health in part restored, by the blessing of a kind Providence, the commissioner hopes to so perform the remaining duties of his official term, as not only to conserve the educational interests of the district, but to meet the approbation of his constituents, and the expectations of the Department of Instruction.

Experience and observation have convinced me that three trustees are, in some cases, better than one. It prevents hasty engagements of teachers, and usually secures impartiality in their employment.

In some few districts, women have been elected to office, at the cent annual meetings. If women are to vote, and also hold office, seems to me but proper that they should be placed upon the same footing as men, when they have the requisite qualifications, in other respects, except being voters at town meetings.

The "Township System" of public schools has been but little discussed in this district. From what I have heard of its practical working, in other States, I would favor its adoption in this State, hoping that some of the evils of the "District System" would thereby be eradicated. Much of the unpleasant duties of my office connected with the alteration or the dissolution of school districts. Town boards of education would probably be composed of some of the best educated and most influential citizens, interested in educational matters.

There are but three union schools in this commissioner district—Manastota, Chittenango and Cazenovia, organized in the order named. The first two have excellent school-houses, with necessary outbuildings and ample grounds. Cazenovia has been utilizing its three old buildings, which have been put in good repair, and supplied with improved furniture. An important addition is proposed to be attached to the principal school-house, which, when completed, will make the school accommodations of the beautiful village, ample for many years to come. Several more of our village districts ought to become union school districts, and enjoy the superior advantages of the graded system, and an efficient board of education.

But few of the districts manifest much interest in their libraries. Indeed, many of them seem to regard the district library very much in the light of a nuisance. Whether a town library of the same character would find greater favor is somewhat problematical. Books, to be read, must be adapted to the capacity and meet the tastes of those who are expected to read them.

From the abstract of trustees' reports, herewith submitted, you will learn the financial statements, and statistical information required on them. These reports, as usual, are many of them imperfect; but it has been my endeavor to correct manifest errors, and render them as accurate as possible, so far as the apportionment of the public moneys is concerned especially.

Teachers' institutes have been held annually in the county during my term of office, with manifest advantage to most of the teachers who have attended them, and consequent benefit to their schools. Those for the present year were held at Morrisville and Cazenovia. The first, held in the spring at Morrisville, between the winter and summer terms of the schools, was successfully conducted by Professor F. P. Lantry and Professor E. V. De Graff, both of whom are experienced instructors. The other was held in September at Cazenovia, and was conducted by Professor Lantry in his usual happy manner, assisted by Professor C. H. Dunn. In most respects, the institute was very successful, some 200 teachers being in attendance.

But few teachers from the State normal schools have found employment in the schools of the district, still their success has been such as to make us wish for more of similar well trained teachers. The normal schools are evidently doing a good work and ought to be sustained, and their efficiency increased as much as possible.

The proposed "unification" of our school system does not commend itself to my approval. The present system has worked well in most respects, securing us, generally, competent State Superintendents; and, so long as we are enabled by it to obtain competent chiefs of the Department of Public Instruction, as at present, the necessity of a change does not appear obvious.

My warmest expressions of gratitude are due to commissioner G. Newton White, of the first commissioner district, for assistance rendered and numerous professional favors conferred upon me during my illness.

The favors of the Department, rendered me during my term of office, have been numerous; and it gives me much pleasure to express my earnest thanks to the Superintendent of Public Instruction for the kind consideration he has ever given to my requests, and the gentlemanly courtesy with which he has ever treated me.

Permit me to hope that these statements and suggestions, most respectfully submitted to your consideration, will meet your approbation.

Your obedient servant,
JOHN E. TOPPIN,
School Commissioner.

CAZENOVIA, December 15, 1880.

MONROE COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In accordance with your request in circular, July 20, 1880. I respectfully submit the following report:

Owing to the ill-health of commissioner Allen J. Ketcham, of the second district of this county, I have been called upon to perform the duties of his office, as well as my own, until August last. Although devoting my entire time to the discharge of official duties, much which should have been done was of necessity omitted. Within the past year, I have made 104 half-day school visitations, about 150 visits, visiting three schools per day. Less than half-day visits are not at all pleasing to me, but I have been obliged to make the shorter ones, and still neglect some of the schools in the second district.

The improvement in the greater portion of the schools has been marked, as well by the people as myself; and, from commendations received, I judge that the people really value the work of their

commissioner. One noticeable improvement—no more croaking in regard to institutes, or thorough examinations, but a just appreciation of the benefits of both on the part of the teachers and people.

My method of examination is: Written answers or solutions and answers to questions presented upon printed slips. While the questions are designed to show a knowledge of facts and principles on the part of the teacher, they are also intended to show breadth of culture, power of demonstration, and an understanding of the philosophy of education, as illustrated in methods of school work. By way of improvement, I propose hereafter to hold two days examinations at different places in my district, following the institute and incorporating quite extensively into such examinations the work of the institute. As the institute is for the teacher, the teacher must be for the institute, and if the teachers understand my ideas in relation thereto (which they will or quit the business), the attendance will be largely increased, and possible results obtained in more of the rural schools. Number of teachers licensed during the year, 186; number in force, October 1, 1880, 131, viz.: 24 first grade, 94 second grade, one-half of which expire April 1, 1881, 13 third grade expiring April 1, 1881. Upon first examination I grant only third grade. After one term or more teaching the applicant having shown natural executive ability and tact in school work, and re-examination, I grant second grade, and first grade only to those, for whom, by their language, the State Department intends them.

I am firmly convinced, so far as this county is concerned, that if the State money apportionment upon the number of resident children of school age was done away with, and the whole apportioned upon the total average attendance for the school year, or the first twenty-eight weeks of any school in the school year, that the result would be: 1. Better schools. 2. Less districts. 3. Increasing interest in the schools, on the part of the people. I think a careful study of the first statistical report herewith submitted proves this. I would also suggest that the school year should begin upon the 1st day of August. This would have the effect of keeping the same teacher in a school for the year.

It has been my habit, when I found a school-house in bad condition, in whatever wanting, to visit trustees, and some of the inhabitants of the district, talk with them in relation to the needs and wants of their school, talk to the pupils, tell them how much better a well furnished school was doing, etc., thus intending to arouse the people to greater interest in the public school. Several new school buildings, many repairs, re-seated, etc., attest increased interest. You ask concerning the condition of public education. This in general is in the direct ratio to the interest manifested in the public school by the people of the district. On an average, taking age of pupils into consideration, there is a decided improvement and advancement, consequent upon the introduction of improved

methods of instruction, giving us pupils with enlarged reasoning powers and capabilities, and less of the toe-a-crack, parrot, pigmy-minded impossibilities. To the improvement of the condition of public education should the best energies of the school commissioner be directed; and he who delights in beholding expanding intellects, the child to become not a humanity, but a man—not a walking stomach, but an enlightened American citizen, will so direct his energies. His work as commissioner will then be appreciated by an intelligent and considerate public.

In this county, institute work is duly ranked a necessity. The two institutes held thus far during my official term, conducted by Professors Northam and Lantry, have been eminently successful. A discerning public do not fail to highly commend them.

The work of the normal schools, as exemplified by their graduates, I believe to be all that the State could reasonably expect, but a large class attend for a term of twenty weeks, come out, and in some instances have received certificates. Their work in the school room shows that scholarship is wanting to make the methods learned of practical value. This could be remedied by making the entrance examinations more thorough and searching. Failures, on the part of such so-called normals, have caused many to decry the utility of the normal schools. Personally, I regard them as grand auxiliaries in the teacher making business, but whether results guarantee the large outlay of money necessary to sustain them, is a question upon which the people disagree.

There are only two private schools in my district—a few pupils in each. I have not visited them as yet. The union free schools of Fairport and Webster are doing noble work. The same may be said of several village schools, as yet under the old law.

I desire to express thanks for advice and favors often granted, for counsel, and indorsement of my expressed determination before the teachers in institute assembled, not omitting your address, complimented alike by people and teachers.

Soliciting your counsel and forbearance during my official future,

I remain, yours respectfully,

LUCIUS N. ALLEN,

School Commissioner.

HONEOYE FALLS, *December 10, 1880.*

MONTGOMERY COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with the request contained in your circular of July 20, 1880, I have the pleasure to submit the following report:

During the year commencing October 1, 1879, and ending September 30, 1880, three hundred and four official school visits were made, averaging one half day to each department.

I have found, by the past two years' experience, that much of the prosperity of schools depends very largely upon the attention given them of school officers. My time and attention have been wholly given to school work, since entering upon the duties of my office, and after a lapse of two years I verily believe there can be seen a decided improvement in the condition of the public schools of this county.

There were 235 licensed teachers employed last year, 208 of whom had their certificates renewed, and the remaining 27 received teachers' certificates after having passed a satisfactory examination. In order that all the schools may be supplied with a sufficient number of teachers, 152 are required. The surplus number of licensed teachers in this county is limited.

The written method for examination of applicants for teachers' certificates has been adopted and strictly adhered to. We have many reasons for advocating the written method, and deem it a pleasure to recommend it to those commissioners who have not yet adopted it.

Licenses are not granted to any person under seventeen years of age, and I think it would be a great benefit to our schools if none were licensed under twenty years of age.

A uniform method of examination should be established throughout the State, thus tending to advance the interest of our public schools and raise the responsible work of teaching to a more permanent profession.

In relation to the compulsory education law, I need only to say that it is a failure. Experience has convinced me that children under six years of age should not be allowed to attend school.

The apportionment of public moneys should be based upon the average attendance, and not in part on the number of children between the ages of five and twenty-one years. It is a fact worthy of consideration that very few above the age of eighteen years attend our public schools any portion of the school year. I would suggest a change in school age as follows:

Instead of including all children between the ages of five and twenty-one years in the census, for making an apportionment of school moneys, take such only as are between six and eighteen years. Much might be said in support of a change as suggested above, but for fear of trespassing I refrain.

In the settlement of difficulties arising in school districts, out of school affairs, very much is left to the discretionary power of the school officer to decide, on account of the school laws of this State not being very explicit on many disputed points. It affords me pleasure to say to the people of Montgomery county, that we have a Superintendent of Public Instruction who is in deep sympathy with *all* the schools of the Empire State, and will sustain all

such measures which have for their object the future welfare of her schools.

The Montgomery county teachers' association was held in the village of Amsterdam, in April last, and was in session two days.

A teachers' institute was held in Fort Plain, commencing October 25, and was in session five days. Prof. Johonnot, principal conductor, and Prof. Pooler, assistant. One hundred and ninety-five teachers were in attendance. The instruction given by the conductors was practical, and will be felt in its influence long after they shall have retired from institute work.

Concerning the invaluable benefits the public schools derive from the teachers' institute, words are inadequate to express. It can be very plainly seen that those teachers who attend teachers' institutes, regularly and attentively, do the best work in our schools; hence, the necessity for having a decree from the "Department," requiring all who desire to engage in teaching to attend the teachers' institute at least a portion of its session, unless some disability necessarily prevents them. The popular sentiment speaks loudly in favor of teachers' institutes, and claims them to be essential factors in our educational system.

Four appointments were made to the State normal schools during the past year. The normal schools of our State are held in high esteem by those who are capable of appreciating their worth, and are regarded as being the best schools for fitting young men and young ladies to become teachers of our youth.

Two private schools were reported to me, one in the village of Amsterdam, and one in Fort Plain. There are at present in this county one academy and one seminary. The academy at Amsterdam is in a healthy and prosperous condition, having for its principal a man equal, in every respect, to his responsibilities. The seminary located at Fort Plain is under the supervision of Prof. Parcell, formerly principal of Fairfield Seminary. Situated in one of the most beautiful villages in the valley of the Mohawk, it is destined to become second to none in the Empire State.

A number of school-houses have been repaired, and thus put in a better condition for holding schools. Two new school-houses have been built since my report of last year. Thus you see that the people of Montgomery county do not intend to remain indifferent toward the actual necessity of making better provisions for the health and comfort of their children.

I wish to say that I am an advocate of the township system. I believe that a change from the present system to that of the township would prove a great blessing to our schools. I question the propriety of discussing the township system in this report; hence, its dismission is necessary.

During the past two years, I have endeavored to do all in my power to promote the best interests of the public schools in this county, and shall continue to do so to the close of my term of office. The office of school commissioner in Montgomery county is not a sinecure. When we consider the time required to make every

school and school department an average of two official visits per annum ; the time for holding examinations of applicants for teachers' certificates ; apportioning school moneys to 130 school districts ; making complete financial and statistical reports of all the schools in the county, to the State Superintendent ; settling disputes in relation to boundary lines between districts ; annexing portions of some school districts to other school districts ; superintending the teachers' institute, and attending teachers' associations ; and settling the multiplicity of disputes arising from neglect of duty by school officers, or from not acting in accordance with school law ; no one, possessing even an apology for reason, will think for one moment that the duties attending the office of school commissioner are not freighted with important responsibilities.

The efforts made on the part of a few disappointed office seekers to abolish the office of school commissioner are very unreasonable and unjust. I can conceive of no subordinate office of more importance to the well being of our public schools than the office of school commissioner.

I have one year more to serve the people of Montgomery county, yet I shall strongly and persistently oppose all measures having in view the abolition of the office of school commissioner.

Two years' earnest, though perhaps inefficient, work as a school commissioner has served to confirm the opinions as expressed in this report. Other interests of our schools claim attention, but I must close.

Permit me, in closing, to thank you for the uniform courtesy which I have received from the Department. My thanks are due to the trustees and people of the county for their kindness and hospitality.

Respectfully yours,

ALONZO GEWEYE,

School Commissioner.

SPRAKER'S BASIN, *December 28, 1880.*

NEW YORK CITY.

DEPARTMENT OF PUBLIC INSTRUCTION, }
CITY SUPERINTENDENT'S OFFICE, }
NEW YORK, *December 6, 1880.* }

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In compliance with your request, and according to custom, I have the honor to present herewith a detailed report showing the condition of the schools under my supervision, with a general statement of the operations of the system for the year ending the 30th day of September last.

The whole amount of money received by the board of education

in this city, during the year ending at the above date, was \$3,396,324.92, of which \$591,689.54 was the amount of school moneys apportioned to the city by the State Superintendent.

The amount expended during the year for school purposes was \$3,396,324.92. Of this expenditure the following is an itemized statement:

For teachers' salaries	\$2, 503, 770 61
For school apparatus	139, 198 78
For colored schools	27, 233 24
For building, hiring, repairing and furnishing school-houses, etc.	250, 009 88
For all other incidental expenses, viz.:	
For fuel	\$74, 572 37
For heating apparatus	14, 611 93
For janitors' salaries	113, 204 56
For officers' salaries	68, 480 69
For agents of truancy	12, 304 25
For nautical school	7, 800 00
For incidental expenses	89, 158 40
	<hr/>
	380, 132 20
For corporate schools	95, 980 21
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	\$3, 396, 324 92
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The total expenditure for 1879 was \$3,296,910.42, showing an increase this year of \$99,414.50.

The whole number of schools under the jurisdiction of the board of education is 306, classified as follows:

Normal college and training department	2
Saturday normal school for teachers	1
Grammar schools for males	46
Grammar schools for females	46
Grammar schools for both sexes	12
Primary departments of grammar schools	62
Primary schools (separate)	45
Colored schools	5
Evening schools (including the evening high school)	32
Nautical school (on board the ship St. Mary's)	1
Corporate schools (industrial schools, Reformatories, orphan asylums, etc.)	42
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Total	306
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The last mentioned are under the immediate care of their respective boards of managers or trustees, but are authorized by law to participate in the school fund. The corporate schools are inspected and examined by the officers of this department at least once each year, and the results of such examination showing their condition and management are reported to the board of education.

The following table exhibits the average attendance of pupils in each class of schools for the year, with the number of teachers employed therein, as compared with the year 1879 :

SCHOOLS.	Average attendance.		No. of teachers.	
	1880.	1879.	1880.	1879.
Normal college, training, nautical and Saturday schools	2,643	2,738	69	61
Grammar schools	42,352	42,206	1,395	1,371
Primary departm'ts and schools	69,773	67,493	1,660	1,618
Colored schools	615	713	34	35
Evening schools	7,876	8,222	339	320
Corporate schools	9,543	9,408	153	150
Total	132,802	130,780	3,650	3,555

From this table it may be seen that the average attendance in all the schools shows an increase of 2,022 pupils as compared with the attendance for 1879; and that the attendance of the schools under the immediate control of the board of education shows an increase of 2,328 over last year. In this connection it is proper to state that a by-law was passed November, 1879, requiring that all pupils shall be present at least one and one-half hours of each school session or half day, in order that they may be counted in the attendance.

The whole number of pupils taught during 1879 was 265,667; in 1880 it was 270,176. Both these totals were obtained by counting, in some instances, a pupil more than once, in consequence of change from school to school.

Special returns made by the principals show that the whole number of *different* pupils taught during the year was 218,889, an increase of 6,019 as compared with the returns of the preceding year.

In the matter of school accommodation, I am pleased to be able to state that since the date of my last report, one additional building has been completed, and that five others now in process of erection will be ready for occupancy during the coming year. These five buildings will furnish school facilities for 7,500 pupils, and will greatly relieve the over-crowded condition of many of the schools in certain sections of the city.

A reorganization of the evening schools was made in the month of June. The characteristic features of these schools as at present organized are the following:

Evening schools shall be classified as schools for juniors and schools for seniors. The former, pupils only between the ages of thirteen and eighteen shall be allowed to enter; but no person shall be admitted to the schools for seniors who has not attained the age of sixteen years.

"There shall be one term of the evening schools, commencing on the first Monday of October, and continuing eighteen weeks, exclusive of the usual holiday vacations.

"The school exercises in male evening schools shall be commenced at 7½ o'clock, and close at 9½ o'clock; and the school exercises in female evening schools shall be commenced at 7¼ o'clock and close at 9¼ o'clock in the evening of the usual school days. The doors shall be opened a quarter of an hour before the regular time of commencement of school exercises, at which time the teacher shall be present to maintain order, and to make all necessary preparations for the commencement of the school exercises. A quarter of an hour after the regular time of commencement of school exercises the doors shall be closed, and no pupils admitted thereafter during the evening, except in the schools for seniors, wherein there shall be two sessions each evening of one hour each, and in such schools for seniors, the doors shall be closed a quarter of an hour after the regular time of commencement of the exercises of each session respectively, and no pupil shall be allowed to enter his class after that time. At the end of the first session, in schools for seniors, the doors shall be opened for the dismissal and admission of pupils, and remain open for fifteen minutes. It shall be the duty of the principal to be in attendance at the school building during two weeks previous to the opening sessions in the male schools, between the hours of 7 and 9½ o'clock, and in the female schools, between the hours of 6½ and 9 o'clock each evening, for the examination, registration and classification of pupils applying for admission.

No persons shall be admitted to the evening schools except those whose ages and avocations are such as to prevent their attending the day schools; and no person shall be admitted who has not attained the age of thirteen years. Pupils desiring admission to the schools for juniors, at the time they apply for admission, shall be accompanied by some responsible person, or shall present a certificate satisfactory to the principal, attesting their identity and respectability.

The trustees of each ward in which evening schools are located shall nominate to the board of education, at its first stated meeting in September, a principal and assistant teachers for said schools. The assistant teachers shall be nominated in the order in which the trustees desire them to be appointed and employed. An assistant teacher will be appointed for every thirty pupils in average attendance during the preceding term of the evening school held in the same building; and where schools shall not have been heretofore held, and in the schools for seniors for the session beginning in October, 1880, an assistant teacher will be appointed for every forty pupils registered pursuant to section 91 previous to, and in attendance on, the first night of the term. All assistants shall hold their situations in the order in which they are appointed. When the attendance is less than an average of twenty-five pupils to a teacher, it shall be the duty of the principal of each school to report the fact

to the city superintendent, and also to the committee on evening schools, and said committee shall decide what teacher or teachers shall be discharged. Whenever, during the term, the attendance is in excess of an average of thirty-five pupils to a teacher, additional teachers may be appointed in that proportion.

These teachers who are nominated as principals must each have received a certificate of qualification as a teacher of the highest grade of grammar schools. No female teacher shall be employed in any male evening school. No teacher shall be appointed as principal or assistant in any evening school, unless he or she have a license for teaching in the day schools; but the city superintendent may grant licenses, as prescribed by law, to teach in evening schools to those who do not hold licenses to teach in day schools, provided they pass an examination in the following subjects:

Reading, spelling, English grammar, history of the United States, arithmetic, algebra, through quadratic equations, plane geometry, physics, geography, and principles and methods of teaching; and the city superintendent shall, whenever requested by the committee on evening schools, give such committee information and advice as to the fitness of persons nominated by the trustees of the respective wards for teachers in evening schools.

In the schools for juniors, reading, spelling, definitions and penmanship shall be taught in all the classes. Geography shall be taught by means of outline maps, and oral explanations in those classes whose grade in arithmetic is above the fifth prescribed in grammar schools. Arithmetic shall be taught in part by mental exercises in calculation and analysis, with practical applications of the principles and rules.

The course of study in the schools for seniors shall embrace the following branches:

1. Reading, including spelling, definitions and historical readings; 2, arithmetic; 3, penmanship; 4, bookkeeping, and 5, composition. Any pupil upon his admission may, at his option, select not more than two of the said branches of study, which he desires to pursue during the term.

It shall be the duty of the principal of each school for seniors, by and with the advice of the city superintendent, to arrange an order of exercises for each evening during the term.

"The principal shall keep records of the admission, attendance and scholarship of the pupils, and shall report, at the close of each term, to this board the whole number taught, with the average attendance for the term, together with such other information as may be required. No pupil shall be marked or counted as present who does not remain in school during at least one-half of the session, unless obliged to leave earlier on account of sudden illness.

"No lecture, exhibition, or any other departure from the usual order of exercises shall be permitted by the principal.

"Assistant teachers may be employed in each school to teach foreign pupils the English language, but shall be counted in the

regular corps of teachers, and paid as such. The attendance of such classes shall not be counted in the general average of the school, and the continuance of the said teachers shall be in the discretion of the committee on evening schools."

In consequence of this reorganization the number of evening schools was reduced. From present appearances the change has been productive of good results. The increased regularity in the attendance and the greater progress and interest of the pupils more than compensates for the slightly diminished attendance.

The curriculum in the normal college has been modified and improved, and one year added to the term. This change will enable the institution to furnish the schools with teachers better trained and more mature, both physically and mentally.

The number of different students on register in this institution during the year was 1,670; and the average attendance for the year was 1,303.

Last June 278 young ladies were graduated and duly licensed to act as teachers in any of the schools under the government of the board of education.

The Saturday session for teachers was abolished September 1st, in consequence of the extension of the course of study and training in the normal college, together with the fact that almost all the younger teachers had received the benefits of the institution.

In conclusion, I am happy to be able to state that the increasing attendance in the schools, and their constantly growing popularity, speak favorably for the efficiency with which commissioners, trustees and teachers generally perform their several duties.

Respectfully submitted,

JOHN JASPER,
Superintendent.

NIAGARA COUNTY -- FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I herewith submit the following report for the year 1879-80.

Having been in poor health nearly the whole of last year, and being unable for this reason to visit all of my schools, I cannot report as favorably in regard to this part of my duties as I would like to. I have visited about thirty schools, spending one day in each, some of the remaining ones having been inspected by commissioner Balmer during my absence in Florida.

In most of the schools I found the teachers doing their duty and working hard, but in some of them there was a general lack of system and order.

Although I think the schools were never in better order than at present, there is still ample room for improvement in methods of

teaching, qualifications of teachers and the plan of hiring them, and I would that *some* method might be agreed upon by the commissioners of this State, and presented to the Legislature, that will change the present manner of changing teachers and governing them in our common schools.

I was much pleased with the report for 1879 of commissioner C. D. Elmer, of Suffolk county, in which he proposes to compromise between the *present* system and the *township* system which has been so vigorously discussed.

I copy the following from commissioner Elmer's report, in which I fully concur :

" Retain intact the districts as now constituted, allowing the inhabitants thereof to annually elect a sole trustee. These several trustees should assemble at the most accessible point in the town, choose a chairman, and by ballot, elect a town board of education, from their own organization, this board to consist of three, five or seven persons, according to the size of the town and the number of districts therein; the commissioner, *ex officio*, should be a member of these boards within his jurisdiction, and his powers should be so increased that no teacher could be employed without his approval, save by a unanimous vote of the whole board."

Without some move of this kind is made I do not think our common schools can ever be raised to any high standard of excellence, for this reason : So long as the trustees are elected *annually* and changed in most cases *every* year, and so long as a teacher can stay but one or two terms in a school, the schools can *never* be what they should be, and if no teacher could be employed in my district without my approval, there would be a great change of teachers, I can assure you.

There are teachers whom I license that I would not put in *every* school, though their education, moral character, etc., are such that I cannot refuse them a certificate.

The plan suggested by commissioner Elmer keeps the election of the school board out of *politics*, which is a point of no little consequence. For many reasons I think this plan the best yet suggested, and I see no serious objections to it.

I would also suggest that a change be made in the apportionment of the public money, especially so long as we have the present system. After deducting the money for district quotas, I would divide the remainder according to the *average daily attendance*, and not partly according to the number of children of school age in the district.

There are three districts in my district where the children mostly attend German denominational schools and pay no attention to English schools till they are more than fourteen years of age. In one the average attendance is only *five*, and last year, I think, that district received over \$170 public money, which is \$34 that the *State* paid for each one of those who attended. The other two

districts were about the same. Is not *such* a system of apportionment erroneous? The more the public money depends, in amount, on average attendance of pupils, the more regularly will they attend.

I had an experience during the past summer that leads me to think that there should be a change in the law regarding the building of school-houses. In one of my districts the house is so poor that it is a disgrace to the county, and a former commissioner tried to condemn it, but the supervisor would not act with him for political reasons, and *I* have tried the same thing, with similar results. The children are really suffering for want of a new house, and those who have children to send are in favor of building, but there happens to be enough men who have no children to send to overbalance those who have, and they vote down any move toward building, and this fall at a special meeting they would not vote a *dollar* for *repairs*. As the law is at *present*, those who have no interest in the school, and the supervisor, have power to keep those who *have* children and the *commissioner* from going forward and building a house. The law should be changed in some way so as to regulate such matters as this.

In the town of Lockport there is a joint district lying partly in Erie county, separated from said county by the Tonawanda creek. The children in *this* county have either to cross the creek in a boat and then cross the fields to the school-house (thereby committing a trespass), or walk one and one-half miles west, crossing the creek on a bridge, then walk the same distance back east, making three miles in all. One boy was drowned while coming from school in a boat last summer.

Now, that part of the district which lies in *this* county should be set apart and distributed to districts *in* this county, but the commissioner of Erie county will not consent, so *I* am powerless. I would earnestly request the State Superintendent to examine into this matter and remedy the evil.

I have but three normal graduates in my district who are teaching, but there are others who would teach could they obtain schools at decent wages, but no normal graduate can afford to teach for \$6 per week and pay board. I believe the normal schools are doing a grand work, but there must be a change in the system of hiring teachers before any great number of normal graduates can obtain paying positions as teachers in Niagara county. So long as a teacher holding a second grade license can receive as much within fifty cents per week as a normal graduate, there is great need of a change.

Our institute was held in Lockport for one week, in the month of September. It was well attended and generally useful to the teachers; but I think a *spring* institute would better meet the interests of those who attend, as most of the attendants are ladies who teach only in *summer*; and from a *spring institute* they could go right into their schools with the instruction they had

received fresh in their minds, and not wait *six months* before they can use it, which is the case in a fall institute. The public sentiment concerning institutes in this county is, I think, that they are mostly for "the teachers to get together and have a good time." The trustees will not allow the teachers to attend them if they come during the term of school. One teacher in my district informed her trustees that the law permitted her to attend the institute, and receive pay while so doing. They told her that, if she would *not* attend the institute, she could have the school for the winter term; but if she *did attend* she could not; so, in order to retain her position as teacher, she was obliged to refrain from attending the institute.

I have licensed teachers as follows: 14 first grade; 68 second grade; 9 third grade; total, 91. These were licensed, with the exception of those whom I had licensed before, on written examinations.

Two new houses have been built during the past year, and several have received needed repairs.

I have succeeded, in a few cases, in influencing trustees to hire competent teachers, at fair wages, and I think, without exception, they have been well pleased.

I am now working in my winter schools, spending one-half day in each school, and hope to be able to visit every one.

Thanking the Department for past favors,

I am your obedient servant,

CHARLES H. LEONARD,

School Commissioner.

LOCKPORT, *December* 10, 1880.

NIAGARA COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In accordance with your direction, I have the honor to submit the following in addition to my abstract.

This district comprises seven towns: Hartland, Newfaun, Somerset, Wilson, Porter, Lewiston and Niagara. It contains ninety-five school districts, having school-houses in this commissioner district, and three joint districts with school-houses in an adjoining county.

The graded schools at Suspension Bridge, Niagara Falls and Lewiston have efficient teachers, and are the pride of the people and patrons.

There is a private school in Wilson, also one in Somerset, which are doing good work.

Most of the schools in my district change teachers every term, which I think is decidedly wrong. I think there should be a law

enacted making the school term one year, and compelling trustees to hire for that length of time, unless they have good reasons for dismissing. I believe it would make them more particular in their selections, for I find a greater per cent. of teachers holding third grade certificates—licensed by me—teaching, than of any other grade; and I believe it is for the simple reason that they teach cheaper.

I made 129 official visits, during the year, and I find almost invariably that the large schools have the best teachers. We have too many small schools and weak districts. I believe it would be one step in advance to annul all districts, say, with less than 30 or 40 children of school age residing therein.

I have, in the last year, granted 3 first grade, 47 second grade and 57 third grade certificates; and renewed 6 first grade, 89 second grade and 3 third grade certificates.

I require a written examination in arithmetic, geography, grammar, history and civil government, and spelling; and an average of 70 per cent. for third grade, 80 per cent. for second grade, and only give first grades where I am satisfied there is a devotion to the profession, and their experience in teaching entitles them to receive one.

The institute held in our county, commencing September 13 and lasting five days, under the instruction of Professors C. T. Pooler and R. L. Selden, was largely attended.

The institutes are growing more and more in favor every year, and if teachers would fully awake to the importance of their profession and of the good to be derived from attendance at the institute, I think they might be made of far greater benefit than even now. I find in my visits among schools, that those teachers who are the best posted in modern ways, and who have attained the greatest success in teaching, attribute much of their success to the teachers' institute.

We have a county teachers' association which holds its meetings quarterly and is supported by the best talent that we have.

Respectfully submitted,

R. D. BALMER,
School Commissioner.

RANSOMVILLE, *December 3, 1880.*

NIAGARA COUNTY — LOCKPORT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In accordance with your request, I submit the following special report as to educational work in this city.

The administration of school affairs during the past season has been one of unusual eventfulness and interest. Several changes have been effected, which, it is hoped, will prove as beneficial as important.

The changes referred to are a reorganized system of gradation and classification, a new course of study, the introduction of supplementary reading, and a shortening of the daily session of school.

CLASSIFICATION AND GRADATION.

The school system, as reorganized, comprises four departments of instruction, viz.: primary, intermediate, grammar, and academic. While it is one of the special features of the system that it affords opportunity to all pupils, whether weak or strong, painstaking or brilliant, to progress slowly or rapidly according to their individual ability and effort, a systematic division of the work has nevertheless been made with reference to the time required by the average pupil; three years being allotted to the primary department, three to the intermediate, three to the grammar, and four to the academic--in all, thirteen years of study. Each department is subdivided into yearly grades, each grade comprising two half-yearly divisions.

The feature of the newly adopted system deemed most important is its provision for short intervals between classes, as it is this feature that affords the desirable element of flexibility. Heretofore the classes have been invariably one year apart, that interval having been deemed necessary because the grades of study were a year long. But under the new plan, while the grades of study remain a year in length, the intervals between classes of pupils are to be but half as long, *i. e.*, five months. The classes as they were have been divided with reference to the ability of the pupils. In due time, the abler division, by performing more work than the weaker division, will have reached a point a half year in advance of them. That point having been once reached, and the half year interval having been thus created, all classes will thereafter progress at a uniform rate, and the new system, which might appropriately be entitled the system of yearly grades with half-yearly class intervals, will be established in complete and regular operation.

The advantages of the new scheme over the one it displaces are obvious. The rigidity of the old system, growing out of the long intervals between classes, was the occasion of no little injustice and friction. At the end of every school-year—the time for promotion from grade to grade—there were sure to be some pupils whose attainments were not quite sufficient to warrant their promotion, but whose deficiencies were not so great as to require more than two or three months to make them good. For such pupils there was afforded no middle ground, no place suited to their peculiar needs. They were obliged either to remain in the same grade a second year, the larger part of which was spent in repeating familiar work, or what was even worse, they were assigned to the next higher grade to struggle hopelessly with difficulties for which they were not prepared. In either case there was injustice and discouragement to the pupil, resulting in injury to the school. It is clear that a system of gradation which provides for numerous classes and short intervals between them goes very far toward remedying the evil under con-

sideration. Pupils who fall a little short of the requirements for promotion go back, not a whole year, but only to the nearest class in which they find opportunity to take the work they actually need without real loss of time.

A very important merit of the short-interval system is that it permits and facilitates individual promotions. This characteristic effectually removes a serious objection frequently urged against graded schools, namely, that they ignore individuality, demanding of all pupils, however diverse in ability or opportunity, not only the same amount of work, but also the same rate of progress. There are in every school pupils whose superior powers of mind and body enable them to do more work without more effort than their classmates. And it often happens that their peculiar circumstances requiring them to leave school at an early age or keeping them out of school until an advanced age, they need to make the greatest possible progress in a limited space of time. For this, the short-interval system affords the fullest opportunity. The classes being so near each other, pupils having ability to do extra work will find little difficulty in advancing from one to the other. Thus discretionary promotions of individual pupils may be made whenever their qualifications will warrant, without reference to general promotions at stated times.

But, as has been stated, the time required for each grade of study is one year, though the intervals between classes are but half as long. The advantage claimed for this characteristic is that it obviates the too frequent recurrence of the friction and interruption incident to a general re-classification of a school or system of schools. As re-classifications regularly occur only when a grade has been completed and another is to be begun, their frequency depends upon the length of the grade — the longer the grade, the more infrequent the re-classification. The examinations for promotion, upon which re-classification is based, are regarded by pupils as examinations for *detention*, since it is their purpose and effect to call the pupil's advancement into question. By many a sensitive child they are anticipated with excessive nervous anxiety and dread. The disappointment and mortification of those who fail to pass the ordeal successfully are a sore trial for a child to bear, and they often occasion ill-feeling on the part of parents. Moreover, these examinations require much valuable time, which might well, if not better, be spent in regular study. These are some of the serious considerations which combine to render general re-classifications disturbing crises in school affairs which should not be allowed to occur more frequently than the real interests of the pupil demand.

This is not, however, a condemnation of examinations. On the contrary, they are and must continue to be a necessity to every well regulated system of schools. Few agencies are as effectual in influencing and stimulating the efforts of both teachers and pupils. There is danger, however, in their tendency to over stimulate. The great stress put upon them has led teachers and pupils to regard a

creditable examination result, as the grand end to be attained, and the far higher purpose of imparting and acquiring knowledge for its own sake is lost sight of. For education as the symmetrical development of all the faculties is substituted the process of cramming the memory with facts that are very imperfectly understood, and are even dismissed from the memory as soon as the examination is over.

The board of education feeling the force of the considerations above enumerated were led to adopt a system of gradation combining long grades with short intervals between classes. By virtue of the long grade pupils are left to the quiet and undisturbed pursuit of their studies for a whole year, the re-classification being too remote to cause undue anxiety as to promotion. By virtue of the short class interval, pupils who fall a little short of the standard of promotion are spared the injustice of a long detention, and the fullest facilities are afforded for promoting individual pupils as often as their qualifications will warrant. The long grades insure stability; the short class intervals, flexibility.

COURSE OF STUDY.

The adoption of a thoroughly revised course of study was a measure that had long been needed. The revision was made with reference to the progressive spirit of the times, yet with thoughtful regard for those methods and principles of education, the excellence of which has been proved by long experience. It is not thought necessary to cumber this report with any thing like a complete description of the course. A few items are sufficient to indicate the scope and character of the whole.

Besides the study of reading, writing and spelling, all of which may properly be grouped under the general term, "language," that term is also used in this course to designate a department of instruction designed to cultivate the faculty of expression. This instruction begins in the lowest grade with conversational lessons on pictures, toys and other objects calculated to arouse the child's interest; the design being to develop perception and observation, as well as correct expression. The work extends through all grades, and gradually assumes the character of instruction in composition. A variety of exercises are employed, including such as develop a vocabulary, exercises in narration and description, practical training in punctuation and capitalization, letter writing, and the forms and uses of bills, receipts, promissory notes and other business paper. A requirement to which special importance is attached, is that pupils shall be taught in connection with all exercises, the correct form, both oral and written, for all language that they may have occasion to use.

"General Lessons" is the title given to a department of oral instruction, the object of which is to render pupils intelligent and observant in regard to matters of practical every day life, and to increase their fund of general information. Faithful instruction in

morals and manners is enjoined ; and though, in the main, this department pertains to things not taught in text-books, it includes, in the higher grades, some elementary instruction in familiar science, and in civil government.

A leading feature of the new course is that of

SUPPLEMENTARY READING.

Ample provision for this study has been made by special action of the board of education.

It has too long been the usage to limit the pupil's reading for a whole year, and sometimes for two or three years, to the meager contents of a single text-book. It is obvious that under such circumstances the reading exercises must deteriorate into the monotonous and meaningless repetition of what the child well nigh knows by heart. By long use he becomes familiar enough with his reader to repeat pages of it fluently ; but let a book unfamiliar, but not difficult, be put into his hands, and he is utterly unable to read from it with any tolerable degree of readiness. Not only his vocabulary but his range of ideas is limited to the one book he has read. Moreover the irksome monotony of his reading lessons creates a positive dislike for reading, instead of that love of it which it is desirable that the school should impart.

How may this serious defect be remedied ? Obviously by increasing the amount, variety, and attractiveness of the reading matter. Experience shows that when children are provided with matter that is fresh, and suited to their ability and taste, they will read several books during a year with as much facility and with far more enjoyment and profit than they will read one. Upon this principle it is easy to explain the fact that pupils belonging to cultivated families progress in this branch much more rapidly than the children of the illiterate, though in arithmetic the latter may excel. They are generally surrounded at home with attractive books, and *by reading they learn to read*. It should never be lost sight of that two of the leading purposes to be attained in this branch of instruction, are to develop the ability to read other books than the text-book, and to create a love for general reading as a means of gaining information. These purposes cannot be attained, however, unless there be at hand a sufficient supply of appropriate supplementary reading matter.

The following is the plan adopted in this city for supplying and using supplementary books : For each grade one hundred books are supplied. Each hundred is divided among four different authors of reading books, making four sets of twenty-five books in a set. Each class in the several schools is supplied with one set of books which are used until they begin to lose their interest. An exchange is then made between classes of the same grade in different schools, each class thus obtaining an entirely different set from any they have seen before. Other exchanges are made as often as necessary to the extent of four each year. This plan thus affords to every pupil

four different reading books during the year, besides the text-book in regular use. Of results it is hardly necessary to state that the merits claimed and the advantages desired are being realized daily in the avidity with which the supplementary books are read, and in the increased knowledge and intelligence which result from their use.

THE DAILY SESSION OF SCHOOL.

At the beginning of the current school year, the daily session of school, which, since the organization of this city's educational system had been six hours long, was reduced to five hours—three hours in the forenoon and two in the afternoon. This innovation was not made without much hesitation, but after a protracted consideration of the arguments for and against, it was deemed advantageous alike to pupils, parents and the school.

The most important of the considerations that led to this conclusion were these: In the first place, during a large portion of the school year, the six-hour session, beginning at 9 o'clock, A. M., necessarily continued in the afternoon until many of the class rooms had become too dark for study. It was believed that this fact accounted for the noticeably large number of school children in this city suffering from impaired eyesight. Again, there was an earnest and unanimous feeling that the health of students demanded that the noon intermission be extended from an hour to an hour and a half in length—a change which, owing to the early approach of darkness in the winter months, was impracticable while the afternoon session remained three hours long. The old arrangement afforded but one hour for the walk from the school to the home, the noon refreshment, and the return to school. Necessarily the meal was too hastily taken, and students, many of them fatigued from a long walk, were obliged to resume the burden of a second three-hours' session of study without that interval which nature demands for rest and the digestion of food.

For upwards of four months the five-hours' session has been on trial. Though it is perhaps too early to speak decisively, it is gratifying to be able to state that thus far the results seem to more than justify the change. The fear that it would be impossible to accomplish the requisite amount of work has been dispelled. Whatever objections may be developed in the future, it is certain that all school exercises have been characterized by increased vigor and success. Pupils, realizing that there is now no time to waste, have applied themselves more diligently to their studies. Numberless breaches of order originating in idleness having been obviated, the discipline of the schools has been materially improved. Moreover, since by virtue of the shorter session, more time is allowed for home duties such as the study of instrumental music, errands, and the various acts of service required by parents, there has been less occasion for tardiness and absence, and a gratifying improvement has been already realized in these respects. But perhaps the great-

est advantage of all is that the instruction given has been rendered more effective as the natural consequence of the greater concentration of effort and the more thorough preparation which the shorter hours have compelled on the part of the teachers.

To conclude briefly, it does not appear that the shortening of the session has been at the cost of any important interest. On the contrary, there are assuring evidences that the *morale* of the schools has been much improved, and their efficiency increased.

HIGH SCHOOL.

The senior department of the union school has long occupied a place among the first academies of the State. The clamor lately rife against the free high school has not prevailed in this city to such an extent as to impair its effectiveness, nor curtail the benefits which for many years have steadily flowed from this institution to all classes of society. The great majority of the community have an appreciative sense of the advantages it affords and the excellent standing it has attained under the management and instruction of Asher B. Evans, its able and distinguished principal. The wealthy, who contribute most heavily to its support, bear the burden cheerfully. Those constituting what is termed the medium class attend this department most numerous. They support it heartily; and undoubtedly the larger proportion of those whose scholarly attainments reflect honorably upon the free high school belong to this class. Those whose proportion of the cost of maintaining this institution is but slight, and who would be altogether excluded from its benefits were they not freely bestowed, possess precisely the same privileges as the rich, and, it is believed, avail themselves of the same quite as freely. If other communities are like this as regards the comparative number attending, the statement that the free high school is an institution supported by the poor for the benefit of the rich, is absurdly untrue. So far as the city is concerned the former are, in this respect, largely the beneficiaries of the latter. A noteworthy illustration of this statement is found in the fact that a goodly number of accomplished ladies are honorably and ably filling important positions as teachers in the public schools, and deriving a competence therefrom, whose circumstances in early life were such as to forbid the attainments requisite to their present positions except through the beneficence of the public high school.

The attendance at this department averages about 200, and the prosperity of the institution is attested by the fact that from \$2,000 to \$2,500 is annually received in tuition fees paid by non-resident pupils. According to the statistics contained in the report of the commissioner of education, no other public high school in the State receives so large an income from this source.

SPECIAL TEACHERS.

During the past twelve years, special instructors have been employed to teach some or all of the following subjects, viz. . Pen-

manship, drawing, vocal music, and the French and German languages. The foreign languages are taught only in the high school, where they form part of the academic course. All the other special studies named are taught in the lower as well as the higher grades; the special instructors giving a weekly lesson, which is repeated and supplemented daily by the regular teacher. About a year ago instruction in industrial drawing was extended to the primary department, and it is now regularly given there with encouraging results. It is found that even the youngest school children engage in the drawing lesson with delight and make remarkable progress. The value of this instruction as a means of training the eye, the hand, and the taste, and as a preparation for all the avocations of practical life, cannot be controverted.

I sincerely regret to report that, during the current year, special instruction in vocal music has been discontinued, owing to the failure of the special teacher and the board of education to agree upon the terms of compensation. I desire to emphasize the assertion that the discontinuance was in no degree due to a lack of excellent results in this department. On the contrary, its pre-eminent success was not only unanimously conceded by the board and the community, but was widely recognized in other cities and States. Those children who entered school during the continuance of this department will not, in future life, be able to remember a time when they could not sing by note; while in the higher grades pupils had attained a proficiency in the science of music beyond that of most church choirs. Perhaps the greatest benefit resulting from musical instruction, as given in the public schools of this city, was that which cannot be expressed in dollars and cents, namely, its quiet but certain effect in refining the characters and elevating the morals of children. It is certain that it greatly aided in government, obviating friction, affording recreation, and not only rendering school a purer, happier place, but extending its benign influences to nearly every home in the community.

REFORM SCHOOLS.

Perhaps the most important problem in school management needing to be solved at the present time is, how may the benefits of education be extended to the depraved classes of society without contaminating the other classes. It is well known that in many communities, especially in cities, there are children either attending school or needing to attend, who belong to families in the lowest depths of degradation, who have breathed an atmosphere of immorality and lived in squalor since the day of their birth. Our liberal system of public instruction invites and even attempts to compel this class to attend school and mingle unrestricted with children of moral and refined parents. They occupy the same class room, play on the same grounds, and sit upon the same seat. Now it is the glory of our system that it affords equal and ample privileges to

poor and rich, exercising in this regard no respect of persons. And further, every wise effort to lift the degraded out of their degradation is to be lauded. Nevertheless, the indiscriminate commingling of the vicious and the virtuous, the morally healthy and the morally diseased, the vile and the pure, cannot exist without contamination. Some are, indeed, reclaimed from vice, but more are lost to virtue. The best methods of school government possible under the present system have failed to wholly overcome the corrupting influences of the depraved. Where such influences predominate, as we must admit they do in some instances, moral defilement is inevitable: and parents who desire to protect the morals of their children will justly condemn the public schools unless these influences can be removed.

The only remedy for this defect would seem to be a system of reformatory schools, to which the class referred to might be sent, and in which the proper instruction might be combined with disciplinary measures more rigorous than are practicable in the ordinary public school. If all vile youth and those defiant of authority, that now attend the public school, could be gathered together, instructed and disciplined in reform schools, the advantages that would ensue to society and public education can hardly be overestimated. Moreover, such a measure seems to be the only one that would render compulsory education practicable or justifiable.

BOARD OF EDUCATION.

By the special law under which the school system of Lockport is organized, the whole city is constituted a union school district comprising seven "primary school districts." Each primary district has one representative in the board of education, and the union district at large has five, making twelve members in all. The founders of the system wisely designed that the board should be a non-political body, and the plan of organization devised by them has proved effectual in accomplishing that purpose. As members from primary districts are elected in September, and those from the union district early in October, it is practically true that no school election occurs in this city during a political campaign. These elections being thus removed from political influence, in fact, taken out of the province of politics altogether, members of the board are generally chosen with reference to their fitness to exercise educational control. And as they have no political obligation to discharge, they are left to the conscientious exercise of their functions as school officers, untrammelled by any political consideration whatever. It is not strange, therefore, that since the organization of the board its councils have never been disturbed by any political issue. This non-partisan character of the board has given it a secure place in the confidence of the people. There has hardly been a time when its membership did not include some of the foremost citizens of the place, and the schools of Lockport have enjoyed, in a rare degree, the services of a board of education wholly devoted to their interests.

CONCLUSION.

The average daily attendance of pupils for the year 1879-80 was 1,556; the average number of teachers employed, exclusive of special teachers, was 41; the average number of pupils in daily attendance per teacher was 38. The average expenses *per capita*, based on the average daily attendance, were as follows: Supervision and instruction, \$14.33; contingent expenses, \$3.69; total, \$18.02. Owing to the sickness which was very prevalent among children in this city, during the year, the average daily attendance was about one hundred less than it otherwise would have been, and the average expenses *per capita* were therefore larger than ordinary.

In the condition of public instruction in this city there is much that is gratifying and encouraging. The improvements that have been made during the past season cannot be otherwise than substantial and beneficent. The same wise, liberal and progressive spirit which has prompted the board of education to adopt these, gives promise that in the future no measure will be omitted which seems wisely devised to promote the usefulness of the public schools in this community.

Respectfully submitted,

ARTHUR A. SKINNER,

Superintendent.

LOCKPORT, December 15, 1880.

ONEIDA COUNTY—FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your directions, I respectfully submit the following report of the condition and needs of the schools under my supervision.

This commissioner district comprises five towns, viz.: Deerfield, Floyd, Marcy, New Hartford and Whitestown. The whole number of children of school age residing in the district September 30, 1880, as given in my statistical report, was 4,290, an increase of 80 over the previous year. The average attendance was 1,453, a decrease of 73 from last year. The average daily attendance in district No. 12, New Hartford, was one-fourth smaller in 1879, owing to the re-opening of the cotton factory in Washington Mills, where the school-house is located. The changes in the other districts were but slight. Of the five towns in this district, four are adjacent to the city of Utica. As a consequence, quite a large number of the older children from these towns, especially Deerfield and New Hartford, are attracted to the city schools. In district No. 2, Deerfield, there were, on September 30, 1880, 261 children of school age. Of this number, only 144 were registered

as having attended the district school some portion of the year. One private Catholic school of high standing, registering 32 pupils, was maintained in the district; and of the 85 children of school age who did not attend the public or private schools, it is probable that nearly one-half were pupils of the Utica schools. The school-house is brick and, though comfortable, is not large enough to accommodate one-third of the children in the district. With a commodious building and a first class teacher there is no reason why the average attendance could not be tripled.

The following statement, taken from my financial report, shows the receipts and expenditures for the year:

RECEIPTS.

Apportioned to district from State funds.....	\$8,527 02
Raised by tax.....	7,548 94
Teachers' board (estimated).....	137 00
Other sources not named.....	127 11
Amount on hand October 1, 1879.....	968 04
Total	<u>\$17,308 11</u>

PAYMENTS.

Teachers' wages.....	\$13,628 04
Libraries.....	127 76
School apparatus.....	97 00
School-houses, sites, repairs, etc.....	1,068 77
Incidental expenses.....	1,309 89
Amount on hand September 30, 1880.....	1,076 65
Total	<u>\$17,308 11</u>

The inhabitants of district No. 4, Marcy, have purchased a large and pleasant site and erected a convenient school-house. A new school-house has also been built in district No. 6, Deerfield. The old building was destroyed by fire nearly two years ago. Difficulties arose concerning the feasibility of providing new accommodations. Several meetings were held, and finally a motion to build prevailed. The school was opened in June last, and continued fourteen weeks with only three pupils in attendance, though there were twenty-three children of school age in the district. I have endeavored to conciliate the opposing factions to the end that the school might receive their unanimous support, but I must acknowledge that I fail to discover any decided change. The question of building new school-houses has been agitated in district No. 7, New Hartford, and districts No. 2 and No. 7, Whitestown. Four teachers are employed in No. 2. The building is valued at \$2,000, but during some portions of the year more room is needed. To build a new school-house costing from \$6,000 to \$10,000 would be but a trifling expense to the large number of tax payers, as the assessed valuation of property is \$825,707. I think public sentiment

will soon be strong enough to carry this plan into effect. The school could then be properly graded, and the attendance would thereby be largely increased. The school-house in No. 8 is in a very dilapidated condition and will probably be replaced by a new one next year.

Sections 1, 2, 3 and 5 of the law relating to compulsory education are almost wholly ignored. In the village of New York Mills there are three school districts, and each of these contains a large cotton factory. The trustees' reports show that on September 30, 1880, there were 726 children of school age in the three districts. Of this number, 294 are 15 years old and over, and 432 are under 15 years of age. The number of children between 8 and 14 years of age is 260, of whom 114 attended public or private schools at least 14 weeks during the year. Notwithstanding the provisions of the law, there were no prosecutions for violations of the compulsory act. What is true in this particular in New York Mills is true throughout the commissioner district. The law is a dead letter. Even where trustees would enforce it, they find it impracticable if not impossible, being unable to provide proper accommodations for all persons embraced by the terms of the law. New York Mills has tried it and failed.

Concerning the apportionment of the public moneys, I would suggest that the amounts now apportioned according to the number of children of school age, and the daily average attendance, be apportioned according to the aggregate attendance. In 1879, the average daily attendance in district No. 12, New Hartford, was 41; the aggregate attendance, 7,219; and the number of weeks school was kept, 36. In district No. 2, Deerfield, the average daily attendance was 31; the aggregate attendance, 5,890; and the number of weeks school was kept, 38. The amount of public money received by the former was \$184.90, while the latter received \$264.18. The difference was due to the fact that the number of children of school age in No. 2 exceeded those in No. 12 by 140. Again, some of the schools are maintained for 40 weeks or more during the year. Frequently in such cases, the attendance largely decreases toward the close of the terms, thus affecting the average daily attendance. This fact alone often leads trustees to hold shorter terms of school than they would if the public moneys were apportioned according to aggregate attendance. If this plan should be deemed inexpedient, I think the law should at least be so modified that the money now apportioned according to average attendance would be apportioned according to aggregate attendance.

During the past year, I have made 123 visits to the 57 schools in my district. From these visitations, I am satisfied that there has been great improvement. The most noticeable deficiencies that have come under my observation are in management and methods of teaching. The teachers under my directions are gradually introducing improved methods, and with good results. The importance of object-lessons seems now to be recognized by nearly all teachers. I have earnestly advocated the word-method, and it has been

adopted in nearly all the schools. Teachers are beginning to see the necessity of more practical work, and much time that was almost uselessly spent in studying technical grammar is now profitably given to language lessons. Some of the methods are difficult to introduce, owing to the objections of trustees or parents; but the earnest, persistent teacher often overcomes these obstacles, gaining not unfrequently the esteem of those who opposed him. Teachers themselves, through lack of experience, sometimes imperfectly carry out the instructions of the commissioner. On the whole, however, the use of improved methods in the schools, during the past year, has been attended with tolerably satisfactory results.

Of the whole number of teachers that I examined, I licensed $63\frac{1}{2}$ per cent.. Following is the number of certificates of each grade: First, 4; second, 17; third, 88; total, 109. I have held frequent public examinations, and proposed thereat oral and written questions. These questions embraced reading, spelling, writing, arithmetic, geography, grammar, civil government, general history, methods, school law, composition, map drawing, news of the day, algebra, natural sciences and general literature. Only candidates for licenses of the first grade were examined in the last three branches. Upon assuming the duties of my office, I announced that I would grant certificates only upon examination. To this position I have firmly adhered, and though at first there was considerable opposition, I think the people are now beginning to perceive the benefits arising from such a course. True, some "old" teachers, failing to pass satisfactory examinations, have been obliged to retire from the field; but their places have been supplied by those better prepared to do efficient work. On the other hand, experienced and successful teachers have given up the profession to engage in more lucrative employment. The meager wages paid in many districts render it almost impossible for trustees to secure good teachers. They pay low wages and consequently get poor teachers—a dear investment. The average wages paid teachers of summer schools in Deerfield, Floyd and Marcy were, respectively, \$5.31, \$3.97, and \$4.70. Is it to be expected that the greatest results can be achieved when teachers work for so small a compensation? School officers are not wholly to blame for this condition of affairs. Teachers frequently underbid one another, and trustees, eager to reduce the expenses of their districts, hire the lowest bidders. I have called attention to this matter, and in many cases steps have been taken in the right direction. When teachers know that superior qualifications will be recognized and fair wages paid for labor, then will they strive to gain high honors in their profession.

Two institutes were held in this county during the year. The spring session was held at Utica, and was ably conducted by Professors Henry C. Northam and Charles T. Barnes. The fall session was held at Rome. Professors John Kennedy and R. E. Post were the instructors, and that their work was practical and duly appreciated was fully attested by the marked attention of more than 300 teachers.

I believe the teachers' institute to be an important factor in our educational system, and it should everywhere be encouraged. It presents to teachers the best improved methods, and enables them to make steady advancement in school-room work. Trustees and patrons of the public schools, recognizing the efficient work of the institutes, frequently visit them with a view of selecting good teachers. In many instances, however, poor teachers fail to profit by the instruction given at institutes, preferring rather to stay at home. To this class I never recommend trustees.

A new feature in connection with the fall institute in this county was "trustees' day." A goodly number of trustees and teachers were present, and school law, the duties and powers of trustees, and other subjects were freely and profitably discussed by conductors, commissioners and trustees. The initiative step more than met the expectations of the commissioners, and the assurances of support from school officers seem to warrant the continuance of this new work.

Regarding the normal schools, I have had occasion to recommend but very few persons as suitable candidates for admission. With few exceptions, the normal graduates who have taught in this district have ranked among the best teachers.

In the village of New Hartford there are two private schools, and also two in Whitesboro, each ably conducted. Deerfield has one to which I have elsewhere alluded. Whitestown seminary, with which the late Dr. James S. Gardner was connected for more than a quarter of a century, was in June last placed under the direction of Rev. Dr. M. E. Dunham, of Johnstown, N. Y. No better man could have been called to the principalship. Wide influence and great determination are among the characteristics which, I doubt not, will make his administration successful. Joseph W. Ellis, A. M., has for several years been the able professor of higher mathematics and Latin in this institution. Students under his instruction never fail to admire his wonderful ability, and do more than respect him for his pleasant manner and untiring efforts for their welfare. The faculty of the seminary consists of six teachers. Diplomas are awarded in the following courses: Musical, scientific, classical, commercial, ladies' collegiate, and English. The best modern text-books are used, and the institution is furnished with astronomical, chemical and philosophical apparatus, together with numerous geological and anatomical charts. Of the classical graduates nearly all continue their studies at Hamilton college.

In conclusion, I would sincerely thank school officers and citizens for their kindness and hospitality; teachers for their hearty co-operation, and especially would I acknowledge the many official courtesies shown me by the Department of Public Instruction.

I am, very respectfully yours,

FRANKLIN P. ASHLEY,
School Commissioner.

WHITESTOWN, *November 15, 1880.*

ONEIDA COUNTY—SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I respectfully submit the following report :

This commissioner district consists of eight towns in the southern part of Oneida county, viz. : Bridgewater, Sangerfield, Paris, Marshall, Augusta, Kirkland, Vernon and Westnorland. It contains ninety-one common school districts, the school-houses of which are in this commissioner district, twelve joint districts having school-houses in adjoining counties, and six union free school districts, two of the union free schools having academic departments.

The number of children of school age, as given in my statistical report for the past year, was 6,831, a gain of 13 over the previous year ; the number of children of school age, who attended school during some portion of the year, was 4,979, a loss of 95 since the year before ; the average attendance was 2,700, showing a falling off from the year before, of 147. This I attribute to the prevalence of measles, whooping-cough and other contagious diseases, which in some neighborhoods nearly broke up the schools.

I have visited each of the schools in this district twice, and a few of them three times within the past school year, averaging one-half day to each teacher or school department.

My impression is that the schools of this district, as a whole, are improving. Several school-houses have been extensively repaired, one new one built, and four furnished with modern furniture. Although there are many more school-houses in this district that should undergo thorough repairs or be replaced with new ones, and nearly every one of our common schools are lacking in school apparatus, wall maps and the like, I think there is a growing interest on the part of the people in school matters, and that the neglect the schools have suffered for some time is owing to hard times rather than any dissatisfaction with the present system of school management.

I have granted 137 licenses in the last school year. Of these, 12 were of the first grade, 51 of the second, and 74 of the third grade. A few certificates were given on good work in teaching, the others were given on a written examination with some oral work, and, in addition to the examination, some successful experience in teaching was required for the first and second grades. I have held public examinations at some one of the principal school-houses in each town of this district twice within the past year. I am of the opinion that quite a difference exists in the educational qualifications required by different commissioners, and how it can be obviated I am unable to decide. This would be a good question for discussion at our next annual meeting. A uniformity should be arrived at, if possible.

I am of the opinion that the public money apportioned for teachers' wages, except the quotas for each teacher, should be apportioned on the actual attendance. I believe this would stimulate tax payers to do more to make school attractive to those that are exempt.

Of the \$231.84 library money apportioned to this district, only \$57.08 was used for library purposes, many trustees taking the liberty to use the library money for teachers' wages in cases where it exceeded \$3.00. Many district libraries in the way they are kept are almost worthless. If the money could be used for furnishing the schools with dictionaries, wall maps and the like, much good would be the result.

As to school district boundaries, they are so well defined in this district, although no permanent record is made of them, that very little if any trouble from that source has come to my knowledge. Occasionally I hear from some person who is desirous of being set out of a district in which the taxes are high, into an adjoining district that is able to pay the teachers' wages with the public money.

A majority of the common schools change teachers each term. I find, however, that twenty-three of the schools of this district employ their teachers by the year. The result is a marked improvement over the method of changing each term, which, in my opinion, accounts for much of the low condition and want of interest in school matters. In many districts little regard is had to the qualification or experience of the teacher, the idea being to keep the taxes down. I am pleased, however, to notice a change in this respect. Several instances have come to my knowledge of trustees requiring a better grade of teachers than heretofore. Many young persons that have not made any special preparation are attracted to the business of teaching as a make-shift, the pay being of little account provided they can live at home, their object being to look up something more lucrative. School meetings are packed, trustees are elected for the express purpose of giving such persons employment. Such competition is detrimental to the worthy teacher, and many who have made some proficiency are driven into other pursuits.

As to the general condition of the public schools in my district, I can say that the union schools are doing a good work, the union school at Waterville being able to compete successfully with academies and other high schools of the State, in the inter-academic union held in Albany last July. These union schools have supplanted the academies and private schools in the places where they have been organized. In fact, these schools supply the surrounding country with teachers. But for them we should have no source to draw from.

The common school, however, needs a radical change in the matter of providing good, well ventilated school rooms, ample playgrounds and necessary school apparatus. But as I before remarked, I think I can discover a tendency to better things. It is slow, however, in developing, and like a luxury instead of a necessity, it is too much the subject of the financial condition of the country.

Two institutes were held in this county the past year. The spring session was held in the court house in Utica, commencing April 5, and continued five days. It was ably conducted by Professors H. C. Northam and C. T. Barnes. It was regarded as a success in point of attendance and interest. The fall session was held at the court house in Rome, commencing October 11, and continued five days, with a trustees' day on Saturday. The conductors were Professors John Kennedy and R. E. Post. The attendance, though not so large as at some former institutes, showed a better average daily attendance of teachers that remained through the term than any institute held in this county within the past two years. This, no doubt, was due to the able and interesting manner in which the institute was conducted.

A few trustees were present on the day set apart for them. They manifested much interest in the lectures given them by Professors Kennedy and Post, on matters pertaining to schools, school law, etc. Commissioners Griffith and Ashley added much that was of interest to them.

Institutes are held to be of much benefit by most teachers, and were trustees and school patrons more liberal, they would be more generally attended. There are few trustees, however, that will willingly allow their teachers wages for the time thus spent. The work of the institutes of this county shows itself in the superiority of the teaching of those that attend the institutes and those that read educational periodicals. As a class they are live, energetic teachers, while those that cannot afford such educational training are liable to fall into ruts, and do little but rote work.

As to normal schools, there is a feeling in this district that they are only of a local benefit, and that even in the districts that are fortunate enough to possess them, their benefit consists in furnishing free tuition, rather than in fitting young men and women for a career of teaching. In my judgment, they are not accomplishing the work designed by the Legislature. I did not have a graduate last year teaching in my district. I had, however, four or five very excellent teachers that have had the advantages of two or three terms in some one of the normal schools of the State. They showed very decidedly the superiority of their training in their teaching. It has been urged as an argument that our schools do not afford sufficient inducement to attract normal teachers; that they are better paid elsewhere. Be that as it may, there are several schools in this district in which normal teachers could have found situations this present term, schools in which teachers are paid according to the service rendered.

As to the private schools and academies, I have not had an opportunity to visit many of them. In my statistical report I find six private schools in this district; one in Augusta with 20 pupils of school age; three in Kirkland with 115 pupils, and two in Paris with 112 pupils. Those in Kirkland are in the village of Clinton. They constitute quite an element. They, with what the district school

can do, have the business of educating the masses. Whether it is as well to educate them in so many different schools is a question I am unable to decide.

In conclusion, let me thank the Department for favors often received.

Your obedient servant,

JULIUS M. BUTTON,
School Commissioner.

DEANSVILLE, November 27, 1880.

ONEIDA COUNTY — THIRD DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I have the honor to acknowledge the receipt of your circular dated Albany, July 20, 1880, directing a general report upon four different topics therein specified, and I make such report as follows :

My annual statistical report heretofore forwarded to the Department is referred to for a condensed statement of the work done by me as school commissioner of the third district of the county of Oneida.

During the past school year, 216 teachers have applied to me for examination and for certificates. These I have examined in accordance with the principles hereinafter mentioned, and out of this number, 176 were given certificates of different grades. Every one of the schools in my district I have visited twice during the past year — once during the winter term and once during the summer term — and many of them, when in my judgment it was necessary, I have visited three and four times.

In my examination of teachers, I assume that every one asking to teach is not open to the charge of immorality. After this, the applicant's ability to teach, in my judgment and in my examination, is made to depend, *first*, upon the ability to govern. Without the power to keep order in school, and that too, *generally*, without a resort to the rod, nobody is fit to teach. *Second*, familiarity with *principle*. *Third*, the ability to *impart* knowledge and to rouse the pupil to *think* and *reason*, and finally to ascertain in writing, as far as possible, the applicant's acquirements in the ordinary branches taught in common schools: reading, penmanship, orthography, arithmetic, grammar, geography, etc. The foregoing is my method of examining teachers. I have no suggestions to make in regard to any improvements upon other methods. From my official visitations among the 99 schools in my district, I note the following in regard to the condition of these schools:

There is a marked and gratifying improvement in the qualifica-

tion of the teachers and in the regularity of attendance at the schools, especially in the rural districts. This is one of the most encouraging facts that can be mentioned in connection with the prosperity of common schools. And yet a reference to my statistical report will disclose the fact that in the *five* towns composing this district there are 2,780 children of school age who have not attended school during the past year. This is very much to be deprecated. The State of New York, great as she confessedly is, cannot afford to have so large a number of children of school age stay away from school. The Legislature has manifestly been of the same opinion, and has tried to remedy this evil in the passage of what is known as the compulsory school law. But this law is practically a *dead letter*. It is not enforced.

I have regarded it in the past, and shall continue to regard it in the future, as one of my specific duties to bring as many children into the schools as I possibly can. Another encouraging fact may be mentioned. That is, the very marked improvement in the *order* maintained in the schools in this district. No school can be efficient for any good or profitable purpose, unless perfect order be maintained at all times. I may mention, also, that the manner in which this order is secured is another indication of the improved condition of the schools in my district. Although corporal punishment is not altogether abolished, nor do I recommend that it should be at present, it is not often resorted to. A fair appeal to the better nature of the pupil, and, if necessary, to that of the parent, also, rarely fails to produce the desired result.

There are a few instances, however, when both pupil and parent seem to be destitute of *better* natures. In such cases, I have recommended an application of that most admirable provision of the school law which authorizes either the trustee or teacher to make complaint before any magistrate in the county, and have any person who willfully disturbs or disquiets any school, arrested and summarily dealt with. I have had occasion to recommend this remedy in one or two desperate cases, and the cure was instant and complete, and I have no hesitation in saying that when *reason* fails — law, which is founded on reason, will do the work perfectly. And together they will at no distant day entirely obviate the necessity of resorting to the rod. Another fact showing the improved condition of the schools in my district is that the teachers manifest more interest in their work. They teach as if that was their profession, instead of a temporary expedient to kill a little time and raise a little money. They show less haste to get through the days or weeks or months or term, than formerly — more care, more thoroughness than heretofore. They aim more to address the understanding of their pupils, than to merely make wordy parrots of them, and there is more inquiry among them as to the best means and best places to increase their own efficiency in discharging the duties of their profession.

It is comparatively easy to obtain specific or general information

enough to make good teachers, but it is often, and in a great majority of cases, exceedingly difficult for persons having this information to *teach* and teach *well*. This difficulty the Legislature has intended to meet in a large measure, and ultimately, perhaps, entirely to obviate by our State normal and training schools and teachers' institutes. The normal and training schools are of course not so numerous, nor so numerously attended as the institutes. They accommodate those who aspire to become good teachers and have the time and means to attend them a full term or more. The institutes, on the other hand, are more numerous and more popular, and accommodate those who desire to be good teachers, but who have neither the time nor the means to take a regular course of instruction at the more expensive, more exclusive, but more thorough normal and training school. The thought of abolishing either of these institutions ought not to be entertained for a single moment. They are undoubtedly accomplishing the work they were intended to perform, and the State can make no better investment of its money than it is doing in making appropriations for them.

If a suggestion would be in order in regard to *one* branch of the school law under which appropriations are made, it would be to *entirely abrogate the law under which appropriations are made for school district libraries*. In ninety-nine out of every one hundred cases these libraries are of no practical value whatever. They are essential *nuisances* — and this is the estimation in which they are generally held and judged. A glance at my statistical report almost conclusively shows this. It will be found there that in some instances a library of 100 volumes is valued at \$100. In others, the same number and kind of books, and in the same order, are valued at \$75, \$40, \$25, and I think in one case as low as \$10. These books are not read; they are simply *destroyed*. The people for their miscellaneous reading depend upon the newspaper, the magazine and the numerous fresh, living publications that are so cheaply and so thickly scattered through the country, and *not at all* upon these fossils of our district libraries whose dusty covers have not seen the sunlight for a quarter of a century. What shall be done with them, is it asked? Clean them out, and in their places put practical and *uniform text-books for school children*. Let the avails of these libraries, if they can be made available at all, and the appropriations made for them and *any other necessary appropriations*, be taken to place a *library of school text-books* of entire uniformity throughout the State in every district school-house; the teacher to be the librarian, and the trustee never to give the teacher an order for wages until the library is examined and every book found there and in good order. The teacher or the trustee, of course, to have ample power to make those who injure, lose or destroy books, respond in damages, as for a trespass, or replace them — and no property to be exempt from execution on a judgment therefor. And this directly leads to another

suggestion, namely, uniformity of text-books in district schools. We must reach a uniformity of text-books in our common schools before teaching can reach its highest efficiency. There can be no thorough classification without such uniformity.

One principal reason why our normal and training schools and teachers' institutes are capable of accomplishing so much valuable work for the cause of education, is because their pupils are completely classified, which can only be done where there is a uniformity of text-books. And a teacher coming from one of these schools, where he *has been* taught, and has taught in classes, and going into any of our common schools where thorough classification is impossible, because of half a dozen or more different text-books for each branch taught, is shorn of one-half of his strength. This diversity of text-books and the expense attending it are about as good a cause of complaint among teachers as the old Rate Bill used to be among poor parents with large families. The one has gone to oblivion. Let the other, hand in hand with old libraries, go with it, and let both be buried there. I know of no better way than the one suggested.

In addition to my duties as school commissioner, in visiting the common schools in my district, which, according to law, is made my duty, I have also visited several other schools which technically may not be said to be under my supervision. There are of such, in my district, the following:

The Rome Free Academy was organized in 1869, and has been constantly in operation since. There are a principal and four assistants employed. The whole number of academic students attending there, during the year, is 100. Of these, 55, upon an examination, received a Regents' certificate. From my observations in regard to this academy, and my acquaintance with it, I should be of opinion that it is justly entitled to a high rank among other institutions of its kind in the State. I may say, without any hesitation, that this academy is doing a good work for the cause of education, and the appropriations made to this institution are well made.

There are also several private schools in my district, not of as high grade as the academy, and not under my supervision, but which I have visited. One a branch school of a Roman Catholic institution, situated at or near Montreal, Canada, called the "Sisters of Jesus and Mary." This at Rome is called "St. Peter's Academy." It employs six teachers, has a registered attendance of 100, and an average attendance of 60. They have 44 weeks school in the year, teach vocal and instrumental music, painting, drawing, needlework, and all common and higher branches in English, also Latin and French. This school is liberally patronized by many Protestant families in this city, and is doing good work.

There is also connected with the Roman Catholic church here a parochial school, employing two teachers, and having an average attendance of 160 — number of weeks taught during the year, 44. The church educates these children until they arrive at the age of

12 years, and then they are allowed to attend any school they or their parents desire. It is easy to see that this school is also doing an excellent work for the general cause of education.

There is also a parochial school connected with the German Roman Catholic church — St. Mary's. There are three teachers employed — have 40 weeks school — an average attendance, during the last year, of 140.

The ordinary branches taught in our common schools are taught here, in the English language. German is also taught, and many of the pupils read readily in both English and German. Many pupils of this school pass directly to the Rome Free Academy, and are as efficient as any who appear there from any school. It is under the direct supervision and direction of Father Smith, the pastor of the German Roman Catholic Church. He devotes a large portion of his time to the school, and has manifestly entered upon a course of generous rivalry with the public city schools, and has determined to make this school second to none of its class.

There is also what is called the "Kindergarten School" in this city. This school is in the third year of its existence. It was founded by Miss Marietta Wood, who now has two assistants. It has 40 weeks school during the year, with 32 registered pupils, and an average attendance of 25. The pupils range from $3\frac{1}{4}$ to 10 years of age. The system is unique and very attractive, as plainly appears from the very large average attendance. It is said, and I have no doubt of its truth, that the children would rather be in this school than in the street, and if this be a fact, and I think it is, the sooner the "Kindergarten" system becomes generally known and adopted, the better it will be for schools and the community at large. It will destroy an evil which the legislative power, in its compulsory school law, has striven in vain to accomplish.

With the experience that I have had, it is my deliberate opinion that the office of school commissioner is not second in its importance to any other local office in the State. To properly discharge its duties requires more than ordinary natural ability, together with more varied, extensive and accurate information upon the ordinary branches of practical knowledge than any other local office that I now call to mind.

The average number of schools in each commissioner district is about 100. These should be personally visited twice in each year, once during the winter term, and once during the summer term. This necessitates from 700 to 1,000 miles of actual travel every year. In addition to this, each town should be visited at least twice every year for the examination of teachers. And further, there is scarcely a day in which the commissioner is not called upon to transact some kind of business connected with his office, and the number, importance, variety and intricacy of the questions presented to the commissioner for his decision, many of them, in fact most of them, purely *legal*, equal, if they do not often exceed, those presented to the county judge of most of the counties in this State for their

solution, but I have never yet heard of a proposition to abolish the office of county judge.

All of which is respectfully submitted.

JONAS W. ARMSTRONG,
School Commissioner.

ROME, November 22, 1880.

ONEIDA COUNTY—FOURTH DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—Responding to your circular of July 20, I have the honor to submit the following special report :

I. MY WORK.

I have given absolutely all my time and energies, since January 1, 1879, to the various branches of my commissioner work. During the past year, I have made 266 official visits to the 131 schools in my district, averaging between two and three to a full day's work. These have not been equally distributed; but the needs of the different schools have guided me in my visitation. In a few cases trustees have accompanied me; but in most cases time required to persuade them to go, and their incapacity for judging the school when there, have led me to give up much effort in this direction. Correspondence and conversation have been used at all times and places to arouse interest in the schools.

During the last summer, with slating, brush, and sand paper carried in my buggy, I have slated 18 blackboards. In most cases the trustee, in a few cases the teacher, has paid me the cost of slating used.

No. 3, Forestport, has, this fall, built, and No. 2, Steuben, is now building, new, commodious, and comfortable school-houses.

September 3, 1880, I wrote to 17 districts, requesting them to agitate the question of repairs upon school-house until school meeting, and then bring it to a decisive vote. Of these, 9 repair extensively, 3 decided not to repair, and from 5 I have not heard. The above 17 were only the poorest school-houses, and in districts well able to furnish better ones. Upon some others, I expect to move next summer. Arguments, requests, my legal power, make up the sequence used to bring about this result.

Alterations of district boundaries have been made in two cases only; and one district, No. 22, Boonville, has been annulled because no school has been supported in it for over five years.

In response to circulars issued by me, a large number of teachers met October 4, 1879, and organized "A Teachers' Association for the Fourth Commissioner District of Oneida county." Although this was an entirely new move for the county, at our first regular meeting over 100 teachers were present, and 80 joined the association. We have met quarterly since, and each meeting has been an improvement over its predecessor. Papers and discussions upon phases of practical school-room work have occupied the whole of our sessions. At our last meeting "A course of study for district schools" was presented by the commissioner, discussed, adopted, and recommended for use by the association. We hope for good results from it.

The examining and licensing of teachers I believe to be by far the most important and difficult part of a commissioner's work, as well as the part most vital to the well-being of his schools. Here it requires the clearest brain, the deepest knowledge of human nature, the fullest appreciation of the wants of each school, the most just decisions, the calmest behavior, and the most resolute firmness under fire. Such has been my ideal. To say that I have always attained that ideal would be but idle boasting, unsustained by facts. How well or poorly I have done let the following facts decide. From the start this has been, with me, one unalterable rule and practice: "No certificate given, renewed, or indorsed by me except upon a satisfactory examination."

Realizing the injustice of calling teachers unexpectedly to a severe examination, the first spring I submitted questions which, in my judgment, would allow to pass enough of best teachers to fill the schools. For comparison I submit a copy of an average set of questions used at examinations, spring of 1879:

FORENOON.

1. PRELIMINARY.

1. Give full name, address, age, terms taught, and where educated.
2. Did you attend the last county institute? If so, what time were you present?
3. Do you take any educational magazine?
4. Have you any plans in reference to your future education? If so, what?
5. Do you promise, if allowed to teach, to do faithfully all within your power for the advancement of your particular school?

2. READING.

- 1-2. What is accent? Emphasis?
3. What is the rhetorical pause?
- 4-7. Name four cases requiring rising inflection?
8. What kind of passages require low pitch of voice?

9. Would or do you have a child learn letters or words first?
10. About how long a lesson would you assign to a class in 4th reader, for a 30 min. recitation?
- 11-15. Read passage selected by commissioner.

3. SPELLING.

Correct, where wrong, the spelling of the following words, and state, as far as you can, the reason for any change you make.

- 1-10. (1.) Begary. (2.) Confered. (3.) Profited. (4.) Blameable. (5.) Changeable. (6.) Requirement. (7.) Housless. (8.) Giddyness. (9.) Cityes. (10.) Griefous.

11-15. The spelling of all written examination work will be taken into account in determining qualification of applicants.

4. ARITHMETIC.

1. Write in Roman notation the present year.
- (2.) Define multiplication. (3.) A fractional unit. (4.) A compound number. (5.) Percentage. (6.) A tax.
7. Can the multiplier ever be a concrete number?
8. Find the least common multiple of the 9 digits.
9. Reduce $4\frac{7}{8}$ to an improper fraction, and analyze.
10. In adding fractions, why must you first reduce them to a common denominator?
11. A horse and wagon cost \$222 $\frac{3}{10}$. The horse cost $1\frac{3}{4}$ times as much as wagon. What was the cost of each?
12. Change 14 lbs. by avoirdupois weight to Troy weight, and give reason for method used.
13. Reduce 295218 in. to integers of higher denominations.
14. Prove your work for 13th example.
15. From $\frac{1}{4}$ a. take $\frac{3}{8}$ rood.
16. What is the difference in time between places separated by $87^{\circ} 30'$ of longitude?
17. Give reason for rule used in solving 16th example.
18. I receive \$21.15 for collecting \$8,460. What is the rate of commission?
- 19-20. Find amount due February 10, 1879, on following note :
\$700. BOONVILLE, N. Y., Aug. 1, 1876.
One year after date, for value received, I promise to pay Wm. Winters or order, seven hundred dollars with interest.

CHARLES SUMNER.

Received on above note June 1, 1877, \$90.

AFTERNOON.

5. GEOGRAPHY.

- 1-3. Give three proofs of the earth's roundness.
4. What is the longest circle that can be described on the surface of the earth?

5. Why is it colder in winter than in summer?
6. What is a water-shed?
7. Why is the climate of England milder than that of New York State?
8. Name the leading three industries of men.
9. What is the situation of places having the same length of day and night that we have?
10. Which has the greater area, France or Texas?
- 11-13. Name largest three cities in United States west of the Mississippi river.
14. Where is Afghanistan?
- 15-16. Name a sea and a bay tributary to the Indian ocean?
- 17-20. Draw an outline map of New York State, as nearly as you can, on scale of 1 inch to 100 miles. Locate and name the capital, the largest three cities, and the three principal rivers wholly within the State.

6. GRAMMAR.

- 1-3. Give three rules for use of capitals.
4. What is a derivative word? Give example.
- 5-7. Write the plurals of *cargo*, *analysis*, *Mr. Brown*.
8. Decline the second personal pronoun.
9. Compare *happy*.
10. Compare *bad*.
- 11-12. Write sentences illustrating the proper use of the words "set" and "sit."
13. Analyze or diagram the following sentence: "That we shall yet conquer our lost birthright, is my firm belief."
Correct, give reason for correction and parse the words corrected in the following sentences:
- 14-15. "Who do you think I saw this morning?"
- 16-17. "Neither he nor I were there."
- 18-20. Re-write, with needed corrections as to arrangement, capitals and punctuation, the following letter:
Baltimore feb 10 1872 dear father i have just returned from Washington where i spent two days very pleasantly i visited the capitol I saw mr brown's cousin charles sumner who is one of the senators from massachusetts and many other illustrious men in haste
Good bye your affectionate son john kennedy.

7. MISCELLANEOUS.

1. Why was the Western Continent called America?
2. How many States rebelled from the Union in 1860?
3. What was the last territorial acquisition made by the United States?
4. Name the last important treaty made in Europe and the three nations most interested.
5. Who is at present the governor-general of Canada?

6. How many United States senators now compose a full Senate?
7. Of what does the New York State Legislature consist?
8. Give name and address of your supervisor and town clerk.
9. What pupils are entitled to free tuition?
10. Who has sole power to exclude a pupil from school?

Result of examinations, spring of 1879:

Number of different persons examined	166
Number of different examinations made	188
Number of certificates given, first grade	1
Number of certificates given, second grade.....	10
Number of certificates given, third grade	78
<hr/>	
Total	89
Number examined who had never taught	71
Number licensed who had never taught.....	13
Number reported as subscribers to educational papers.....	17
Number reported as not subscribers to educational papers	149
Average standing of those licensed.....	77 per cent.
Average standing of all examined.....	66 per cent.

Step by step, from one examination to another, but always after due notice, I have added to the subjects of examination and the comprehensiveness and thoroughness of questions propounded, until my last examination embraced reading, spelling, arithmetic, geography (with attention to map drawing and local geography), grammar, penmanship (by system), U. S. history, civil government, school law, news of the day, methods of teaching and school management. For first grade certificates, in addition to above, algebra, elementary science, English and general history. For each new certificate or renewal I require a new examination. For these, *improvement* is the basis of certificates as much as absolute qualification. To show the advance during the year and a half in standard required for certificates, as well as to show what my teachers have done, I also send an average set of questions used in fall of 1880.

EXAMINATION, FALL OF 1880.

PRELIMINARY.

I. Give full name, address, age, terms taught, and where educated.

II. Do you take and read any educational paper?

III. What professional works on education have you studied or read?

IV. How many days have you been present at county institute during last two years?

V. How much are you intending to be present at institute to be held at Rome, October 11 to 16, 1880?

1-10. Ten credits for correct spelling of written answers.

11-20. Ten credits for correct use of language, pauses and pitals.

MISCELLANEOUS.

- 21-25. Reading of passage and oral examination.
 26. State two or more principles that guide you in teaching inary reading.
 27. What would you require a class in Fourth Reader to do in studying a reading lesson ?
 28. What are the principal characteristics of good reading ?
 29. To what extent do you use articles from papers, etc., for ading classes ? Why ?
 30. Who can legally vote at school meeting ?
 31. Has the trustee any power over the manner of teaching any anch ?
 32. What can you tell about the educational work at Quincy, assachusetts ?
 33. Name all the candidates for President.
 34. What can you tell about an important national work that was rformed during June, 1880 ?
 35. What do you consider good order in school ?
 36. What do you consider the main object of a recitation ? Why ?
 37. How do you meet the difficulty of different kinds of text-oks in a school ?
 38. Should a program provide for study as well as for recitations ? hy ?
 39. What do you consider some of the principal causes of disorder a school, and how do you seek to remove them ?
 40. What course of action do you pursue when there are " objec-ns from parents " to some of your doings ?
 41. How is the President chosen ?
 42. How is a sheriff paid ?
 43. What are the terms of office of a supervisor and a congress-an ?
 44. What county officers are to be elected this fall in Oneida unty ?
 Give what historical information you can connected with the mes :
 45. Rodger Williams ; 46. Texas ; 47. Emancipation proclama-on.

GEOGRAPHY.

48. For class of small children, do you use a text-book the first lf term in geography ? Why ?
 49. Do you teach geography topically ? Why ?
 50. How many degrees from Arctic Circle to the Equator ?
 51. Are the sun's rays ever vertical at New Orleans ? Why ?
 52. Explain why latitude affects climate.
 53. What are the winter months at Cape Horn ?

54. State what you can about rain-fall on west coast of South America, and cause.
55. Name and locate the railroads of Oneida county ; 56. The manufacturing interests.
57. Describe surface and drainage of Pennsylvania.
58. Name and locate four important lake ports of the United States.
59. What are the principal productions of Newfoundland ? Of Virginia ?
60. Name three countries noted for coffee.
- 61-62. Name a strait, a volcano, a lake, and a city of Europe ; and state some interesting and important fact connected with each.
- 63-64. Draw map of North America, locating countries, principal rivers, mountains, lakes, etc.

GRAMMAR.

65. In what ways do you teach children correct use of English language ?
66. What is meant by "language lessons" ? 67. By "object lessons" ? Illustrate.

" But to sounds of home and *childhood*,
The Highland ear was *true* ; —
As her mother's cradle-crooning,
The mountain pipes she knew."

- 68-69. Parse words italicized ; 70. Explain use of all capitals in above.
71. Give names and uses of two marks in third line. (; —)
72. What kind of a phrase, in form and use, is first line, and what does it modify ?
73. Analyze or diagram last two lines.
74. Change the stanza into prose order or form.
- 75-76. Write a composition giving your ideas of the relation between governing and teaching in school.
77. Write a short letter showing proper punctuation, form of heading, etc.

ARITHMETIC.

78. What do you consider the principal object in studying arithmetic, and how by your teaching do you seek to accomplish it ?
79. To which do you give the more attention in your arithmetic classes, the rule or the analysis ? Why ?
80. What can you tell about the history of the Arabic notation ? Solve and give reasons for each step in the following two examples :
81. Add $7\frac{1}{2}$, $5\frac{3}{4}$, and $10\frac{1}{4}$.
82. Multiply .064 by thirteen-millionths.
83. Explain derivation of rule for changing from avoirdupois to Troy weight.

84. Give same for 6 per cent. method of computing interest.
85. Make out and receipt in proper form a *bill* for four articles of farm produce.
86. What is the United States standard measure of length, and how was it derived?
87. A can do some work in 7 days, B in $\frac{2}{3}$ as much time; how long will it take both working together?
88. At \$1.25 per cord what costs 6 piles of stove wood each 34 feet long and $5\frac{1}{2}$ feet high?
89. How many bushels will a bin contain that is $7\frac{1}{2}$ feet square by 6 feet 8 inches deep?
90. At \$18 per M. what costs a floor of $1\frac{1}{2}$ inch lumber for a house 40 feet by 26 feet?
91. When 10 A. M. at prime meridian, what time is it at $36\frac{1}{2}^{\circ}$ E.?
92. Cost of school-house \$465. Valuation of district \$62,000. What is A's tax who owns a farm valued at \$3,250?
93. At what price must 8 per cent. bonds be bought to yield 5 per cent. on investment?
94. In what time at 5 per cent. will \$400 amount to \$445.50?
95. In computing partial payments, why is the payment not deducted from note unless it exceeds the interest then due?
96. A puts into a business \$2,400 for 5 years, B \$3,000 for 3 years, C, for tending to the business, has $\frac{1}{3}$ the profits, which is \$3,720. Regulate profits of A and B.
97. A liberty pole is 90 feet high. Breaking $\frac{1}{3}$ of the way up, it clings to the stump. How far from the foot of the pole will the top strike the ground?

PENMANSHIP.

98. To what extent and how do you teach penmanship in your schools?
99. When and how should children begin to write?
100. *Name all the letters that should extend three spaces above or below base line.*

ADDITIONAL QUESTIONS FOR FIRST GRADE CERTIFICATES.

ALGEBRA.

- How does algebra differ from arithmetic?
- Divide $-19x^2 + 26x + 2x^3 - 16$ by $x - 8$.
- What is the value $a^{-4} - 4a^0$, when $a = 4$?
- What is the least common multiple of $x^2 - y^2$, $x^2y - xy^2$, and $x^2y + xy^2$?
- What are the *apparent* and *real* sign of a fraction? Illustrate.

6. In equation, $5x+22-2x=31$, find value of x , stating axioms or principles upon which each step in the operation is founded.

7. From the equations $3x+2y=19$, and $6y=57-9x$, can the values of x and y be found? Why?

8. Expand $(x^2-y)^4$ by the binomial theorem.

9. Solve and verify $\sqrt{x} + \sqrt{a+x} = \sqrt{\frac{2a}{a+x}}$.

10. Find values of x and y in $\begin{cases} x^3+y^3=152 \\ x+y=8 \end{cases}$.

NATURAL SCIENCE.

11. What is climate, and upon what does it depend?

12. What are isothermal lines? Why do they not correspond to parallels of latitude?

13. What is the cause or causes of the equatorial currents?

14. Describe three kinds of levers and illustrate each by an example taken from common events?

15. What is specific gravity? How do we find the specific gravity of solids?

16. If a pump could be made to work perfectly, from how far below the lower valve could water be drawn? Why?

17. What are the asteroids? About how many are now known?

18. Explain how it is the moon appears to us "to wax and wane"?

19. What is the difference between a vein and an artery?

20. Write what you believe about ventilation of school-rooms, giving reasons for your statements. Describe some good and practicable way for ventilating a room.

HISTORY.

21-3. Name a renowned warrior, an orator, and a queen, each of whom lived before the time of Christ, giving a short sketch of each.

24. Tell what you can about Constantine the Great.

25. Same about Galileo.

26. What were the Punic Wars?

27. What connection with English history has William the Conqueror?

28. Classify the nations of Europe according to the form of government now prevailing in each.

29. What can you tell about the Toltec civilization?

30. What is meant by the "Monroe doctrine?" What course of events gave rise to its promulgation?

SCHOOL MANAGEMENT, ETC.

31. In any public school, what subjects may be taught as a general exercise?

32. Why and how often should classes be examined?
 33. Are calisthenic exercises desirable? For what purposes?
 34. Would you choose the seats for your pupils? Why?
 35. What methods have you for securing regular attendance?
 36. How would you proceed with a large pupil whom you knew came to test your government?
 37. In which of the common studies would you strive most to cultivate the imaginative faculty of a child's mind? *How* would you do this?
 38. Give your opinion of concert method of reciting?
 39. Distinguish between telling and teaching. Show application to arithmetic.

40. What are the objects of school government?

Result of examinations, fall of 1880.

Number of different persons examined	107
Number of different examinations made.....	111
Number of certificates given, first grade	3
Number of certificates given, second grade	17
Number of certificates given, third grade	67
Total	87
Number examined who had never taught	19
Number licensed who had never taught.....	3
Number reported as subscribers to educational papers,	78
Number reported as not subscribers to educational papers	33
Average standing of all licensed.....	74 per cent.
Average standing of all examined	70 per cent.
General statistics of examinations:	
Whole number of examinations made from January 1, 1879, to November 16, 1880.....	597
Whole number of certificates given, renewed or indorsed during same time, first grade.....	9
Whole number of certificates given, renewed or indorsed during same time, second grade.....	60
Whole number of certificates given, renewed or indorsed during same time, third grade..	248
Total	317
Number of wholly <i>oral</i> examinations made, less than	10
Number of different, and, in most cases, distinct sets of questions compiled or composed and submitted to teachers for first grade certificates	3
Number of different, and, in most cases, distinct sets of questions compiled or composed and submitted to teachers for second and third grade certificates	20
Number of different, and, in most cases, distinct sets of questions compiled or composed and submitted to teachers, special for primary department	1
Total	24

Known school-room work has been accorded weight in all decisions, by varying the standard required and in determining grades of certificates.

With this, to me, splendid record of work and consequent improvement on the part of my teachers, I am prepared to say that the only fair and surely successful manner to raise the qualification of the common school teachers, is by gradual advancement of the standard required, always after due notice. To this all good teachers give their hearty concurrence, both by word and deed. Sad inroads have indeed, at times, been made in the number of licensed teachers; but, after some trouble, all schools have been supplied without lowering the standard.

So far as was in my power, I have made my examinations a test of (a) knowledge of branches to be taught; (b) power of reasoning from known facts; (c) clearness and accuracy in habits of thought and use of language; (d) manner of teaching and school government; (e) general intelligence.

I assert, after trial, that an examination can show all these to a good extent. That these all are essential elements in a good teacher, I think none will deny. That they are *all* the elements of a good teacher, I most certainly do not believe or affirm. But a person, who by a thorough examination shows a high standard in all of the above, will very rarely fail as a teacher when tried by actual work. Out of about 300 different teachers whom I have examined and observed at work in the school room, less than a dozen will comprise those, who, by their examination, indicated what their actual practice did not sustain. Hence, I am forced to believe in and assert the principle, *that for all teachers, school commissioners and superintendents, a thorough and successful examination, suited to their respective works, should be by law made an absolute prerequisite to the holding of such position.*

As to suggestions for improvement in present method of licensing teachers, I hardly feel competent to speak. I find in the present method grand possibilities, though it loads the faithful commissioners, at times, with a terrible weight of bitter denunciation and threats of political decapitation. Whether a removal of this responsibility to a higher and more remote power will tend on the whole to the licensing of better teachers, I leave to the decision of those with a more extended knowledge than mine, of the workings throughout the State of the present system.

II. CONDITION OF EDUCATION.

I hesitate to speak in regard to the condition of education in the towns under my supervision. "Glittering generalities," in such matters, I will not utter; and to speak specifically and honestly will require too much space. Some sections are doing quite well, others very poorly—nearly all advancing in some respect. Judged in comparison with what they were, I think the schools of my district

have shown much improvement. Compared with what they ought to be and, I believe, can be, they are still poor indeed. The increase of average attendance of 1880 over 1879 is 13,253, and excepting one town affected by local causes, is 47,737; while the number of children of school age has decreased 137. This has resulted although the epidemics, scarlet fever and measles, have been widely prevalent—more or less invading 60 to 70 schools—during the year.

Of the union schools, Lee Center is suffering a reaction from liberal to scanty appropriations. Westernville shows a greater liberality in money than in pupils. Boonville, with its school-house remodeled at an expense of \$4,000, its academic department already decided upon, and its hardworking corps of teachers, has a bright prospect before it. Holland Patent has a model school, efficiently managed by exceptionally thorough teachers, and well sustained and duly prized by an intelligent community.

But from this bright picture we must, in honesty, return to darker scenes. Indifference, penuriousness, and in some cases, ignorant stubbornness, are the principal barriers that have confronted me.

Firminess of purpose and a willingness to do and dare, on the part of the commissioner and teacher, may force these barriers at places; but they can be wholly overcome or removed only by education of public sentiment.

III. INSTITUTES AND NORMAL SCHOOLS.

We have held four institutes during the past two years. At all, I think the effort has been made to do work rather than to make a show or "have a good time." The last one, held October 11 to 16, 1880, I believe, for steady attendance and attention as well as for effective work done, surpassed all others I have ever attended.

Profs. Kennedy and Post were the conductors. Their instruction, backed by the authority of the commissioner, I hope to find more applied to work of schools this winter than, I am forced to state, has been the case in the past. I look upon the movement here started by "the trustees' day," held Saturday, as a very powerful means for educating public sentiment.

Of normal schools and "normal teachers," my only cry is: "Give us more of them." In this demand, I think the intelligent part of our community will unite their voices with mine. Fifteen persons have gone to normal schools from my district since January, 1879.

IV. WANTS.

Below, I suggest changes, the need of which *I have felt in my work.*

1. A statute or order at your hand making a thorough and successful examination, an absolute prerequisite to the granting of any certificate to teach, as well as a legal qualification for holding office of school commissioner or superintendent.

2. A different basis for apportionment of part of public money

so as to afford financial incentives for more weeks of school and better average attendance.

3. Doing away with the useless apportionment for "library money."

4. A limited power granted trustees to purchase school apparatus.

5. The township system in such a form as to afford more effective local supervision than can now be exercised by a commissioner having a large territory, and only indifferent trustees as aids.

6. Systematic and general efforts to educate public sentiment upon subject of our common schools.

7. County normal institutes and drill schools with six months or one year course in the science and art of teaching, open to those only whose previous education was sufficient for beginning to teach. Perhaps a special department in our normal schools would answer the demand for the present, but this would be open to some objection. Those completing such a course should receive a limited certificate to teach.

Very respectfully, your obedient servant,

GEORGE GRIFFITH,

School Commissioner.

WESTERVILLE, *November 18, 1880.*

ONONDAGA COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In obedience to your command, I respectfully submit, in addition to my statistical and financial reports, the following statement of the condition and wants of the schools under my jurisdiction.

This commissioner district is composed of six towns, viz.: Camillus, Clay, Elbridge, Lysander, Salina and Van Buren, covering an area of over 300 square miles, which is divided into 90 school districts.

The number of licensed teachers employed, during the past year, was 113.

My manner of examining and licensing teachers has been as follows: After the close of our teachers' institute, which is held twice a year in this county, myself and associate commissioners hold a public examination.

The questions are prepared by the commissioners, and all three of the commissioners in this county use the same. The examination consists of reading, writing, spelling, arithmetic, geography, grammar, U. S. history, civil government, theory and practice, common school law, and a review of the work at the institute.

In my opinion, a better way would be to have the Department of Public Instruction prepare the questions and fix the standard of qualification. By so doing, the trouble which now arises, when teachers move from one district to another, would be avoided.

Teachers' institutes in this county have generally been successful, both in numbers and in the work that has been accomplished.

Can we not have a law passed requiring all teachers to attend teachers' institutes, paying them for their time while so attending, and re-imbursing the district for the money thus paid?

Teachers' classes, I consider, are a very important adjunct in our educational system. Can we not have more of them? Two-thirds of the teachers in our common schools have been students in some of our academies or union schools. Some of them have been members of teachers' classes; a good many have not, for the reason that they have had no opportunity. Of the four academies or union schools in this commissioner district, two of them have occasionally had a teachers' class, the other two have not. Let us have a teachers' class for two terms in each year in our academies and union schools, and in my judgment we will have a better class of teachers.

My experience in regard to the normal schools is, that very few of the graduates ever seek positions in the common district school. During the past five years, in this commissioner district, out of an average of 110 teachers, I never had in any one year more than three normal teachers, and those in our graded schools. I have no particular fault to find, nor can I suggest a remedy.

Although much has been said in regard to school supervision, and the office of school commissioner fallen into disrepute, and no doubt justly, by the action of some of our school officers, I still consider that the 112 school commissioners of this State, taking them as a whole, do their duty just as faithfully, and do more work for the pay that they are receiving, than any other body of officials in this State.

In conclusion, I wish to say, that with all the imperfections of the school commissioner and the imperfect system of our common schools, that in my judgment the schools of to-day are far superior to the schools of my boyhood; and from the period of its organization down to the present time a very rapid advancement has been made, and, with a little remodeling of our school laws, we shall continue to advance. The standard of qualification of teachers has been materially advanced; parents and the people generally manifest an increased interest in the welfare and prosperity of our elementary institutions of learning, and there is every reason to anticipate a steady and continued improvement in all the elements of our system of common school education.

Respectfully submitted,

ROBERT VAN KEUREN,

School Commissioner.

JORDAN, *November 15, 1880.*

TWENTY SEVENTH ANNUAL REPORT OF THE
ONONDAGA COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In accordance with your positive direction to commissioners in this year's circular, the following report is made, using that as a guide.

The undersigned has visited every school-house, and every school found in session, at least once during the winter and once during the summer term, with a single exception; and some of the schools several times during each term. Almost every school had a regular program of labor, an earnest and faithful teacher, and studious, well behaved pupils.

At the county institute at Syracuse, last spring, about 600 teachers, with an average attendance of nearly 300, were favored with the daily labors of Miss Thomas, an ex-Quincy teacher, and her instructions were enforced by conductors Johnson and Kennedy.

A county association at Skaneateles, in June, and an autumn institute at Fayetteville, also revived and continued the educational work in the county. Conductors Lantry and Pooler gave earnest, practical and well appreciated instruction for 300 teachers.

The undersigned, since January 1, 1879, has granted 210 third grade certificates, 115 second grade, and only 12 first grade. Examinations with printed questions have been held at each institute with some town examinations; and the nuisance of individual examinations continues to fill many commissioners' stables, tables and parlors.

The institutes, normal schools, and the commissioners' methods of examining teachers are so interwoven with our school system that any radical change cannot be made without a change in the system. No change from the district to the township mode, nor any other educational revolution, will cure all our ills. But greater zeal, efficiency and wisdom can be infused into the administration of the present system by zealous and intelligent school officers, teachers and leaders in popular education.

Your circular says: "It has been alleged that the office of school commissioner ought to be abolished, and that our system of school supervision, especially so far as the rural districts are concerned, is very imperfect."

Yes; very many good and generally well-informed people entertain such sentiments. Why? Because the field of labor for a commissioner is so large; he has so much strictly office work that is unseen and unknown; he has so many interruptions in individual examinations, in settling school difficulties, and in all the field of his official duties, that perhaps only one brief visit in a term can be made at each of his hundred schools; and, therefore, those who see but a small fraction of the work done unjustly imagine the aggregate is of but little value. But with all that can be justly

said against it, school commissioner supervision is the best that this State ever furnished, and it is the best rural supervision to be found anywhere in any State of our Union.

To supervise 11,280 school districts, 30,669 teachers, and 607,590 pupils, during 1879, by this system, cost only \$112,000. This is \$9.92 for each district, \$3.70 for each teacher, and only *eighteen cents* for each pupil. Probably town inspectors, town commissioners and town superintendents, or the county superintendents, cost more per pupil. Even now, thousands of dollars are annually paid to town clerks and town supervisors for school duties. But very few know this, and, therefore, find no fault.

The aggregate "payments" for schools in the towns, during 1879, were \$4,694,608.20, or between 42 and 43 times as much as the cost of rural supervision. Dare any well-informed person declare that these \$42 or \$43 are paid out to so great relative advantage as the \$1 paid to school commissioners for all their labor and aid?

LOCAL SCHOOL FUNDS.

"Suggestions in regard to the apportionment of the public moneys," are asked for.

The present mode of distributing the public moneys tends to assist and uphold the small country schools, and is, perhaps, the best that can be devised.

But the laws found in the codes of 1868 and 1879, in regard to the distribution of the local town funds, are very blind and indefinite; and we have no decision from the Department to guide us.

In Onondaga county the custom has been to entirely disregard the teachers' quota system and the average attendance. The rule here is to divide the local fund equally between all the children between five and twenty-one years old, whether the school is in the town or not. This compels the commissioners to revise the lists of children five to twenty-one years old, in every district that lies partly in two or more towns, and often sends the trustee to the supervisors of two or three towns to collect a few cents of public money; and the supervisor violates the law when he pays to a trustee instead of a teacher. This rule, if correct, should give money to the children of a town, even when they belong to a school in an adjoining county; but that is never done. The district next to mine, in 1879, had \$94.98 of public moneys in its own town of Onondaga, and in this town no local fund; but it had in the town of Otisco three children entitling it to eighty-nine cents from that supervisor, and from the town of Lafayette another little sum. Another district in my town can collect from the supervisor of Geddes thirteen cents, while No. 6, in Camillus, can collect from the supervisor of Geddes, for one child, by going several miles and perhaps several times, its dues — just one cent.

All this nuisance can be avoided by giving the local fund of a

town only to the schools of that town, even if the schools have a few children from adjoining towns. The act of 1789 says, for the "use of *schools* in such township"; of 1798 says, "the use of *schools* in the original townships"; of 1808 says, "shall be distributed among the *schools* kept in each respective township"; of 1813 says, "*schools* in their several towns"; of 1819 says, "among the several *districts* in the several towns," and the last act of 1829 says, "shall be distributed and applied to the support of common *schools* of such town in *like manner* as the public money for the support of common schools shall be distributed by law." Hence teachers' quotas, number of children, average attendance, and perhaps other minor ways for distribution come in. Therefore, let there be a decision from the Department, or a law passed that the local town funds shall be divided only among the schools of the towns where the fund is, either according to the number of children of school age or the average attendance, or half by each mode, and forbid any share going to support the schools of other towns or counties, although some of their children live in the town where the local fund belongs.

FEMALE SUFFRAGE.

Two radical or fundamental ideas are incorporated into the law defining who are voters at school meetings. The first is that property taxed, or liable to be taxed, may have representation; the second is that children in the school may have representation. But voters for President, Governor, or town officers, are not necessarily voters in a school meeting. Whatever may be said for or against female suffrage at other elections, will either sex claim, at school meetings, that women should have greater privileges than men? If equal rights be the rule, and it is conceded that a child is represented by the father, a female suffrage school meeting law can be framed almost in the words of the general school law, as follows:

"Every" female "person of the full age" of twenty-one years, "residing in any neighborhood or school district, and entitled to hold lands in this State, who owns or hires real property in such neighborhood or school district, liable to taxation for school purposes," or "who has permanently residing with" her "a child or children of school age, some one or more of whom shall have attended the district school for a period of at least eight weeks within one year preceding," said child or children not being entitled to representation by any male person authorized to vote at school meetings, or any female resident of the neighborhood or district who is of the full age of twenty one years, "who owns any personal property liable to be taxed for school purposes in any such district, exceeding fifty dollars in value, exclusive of such as is exempt from execution, and no other" female "shall be entitled to vote at any school meeting" or school election of the school district "held in any such neighborhood

or district," and such female persons so entitled to vote are also eligible to any school office in said school district.

Respectfully submitted,

WM. W. NEWMAN,

School Commissioner.

SOUTH ONONDAGA, *November*, 1880.

ONONDAGA COUNTY—THIRD DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In accordance with the directions contained in your circular of July 20, 1880, I have the honor to submit the following report of the condition of the schools under my supervision.

I have made, during the year, 173 school visitations, and 24 other official visits. My impressions have been very favorable as to the faithfulness and energy of most of the teachers. The schools were never in as good condition, which is an indication that they are doing good work.

I have examined 207 applicants for license, and granted 129 certificates. Of these, 9 were first, 43 were second, and 77 third grade. I use printed questions and have written examinations, and do not give certificates, unless, in my judgment, the applicant possesses the necessary qualifications. It seems to me that it would be better to have uniform examinations throughout the State. The Superintendent of Public Instruction should arrange the questions, fix the per cent. required for each grade, and appoint the time and places for holding the examinations. The practical effect of such an arrangement would be to unify and advance the standard of excellence which the profession of teaching requires of all.

One of the greatest difficulties in the way of school interests is the unequal manner of levying taxes. Two common school districts which are adjacent, and which bear equal expenses, will vary widely in per cent. of taxation, and there seems but one way to remedy the evil, viz.: By abolishing school district boundaries and creating a town board of education with power to engage all teachers and levy all the taxes for school purposes in the town.

It is certainly gratifying to me to be able to report a marked improvement in the schools under my supervision, and an increased interest in educational matters among the people generally, during the past year. Many of the children are somewhat backward, but with the interest we are awakening among the teachers and patrons, we confidently expect that in a short time our schools will equal any in the State.

INSTITUTES.

Our institutes have been very successful, and as every complete school system must provide some means to train teachers for

its schools, I would recommend their continuance, as I believe them to do great good by teaching the best methods of imparting instruction, and kindling a spirit of emulation among teachers.

NORMAL SCHOOLS.

There is a variety of opinions in regard to the usefulness of these schools. If the people knew that all who are educated in them became teachers they would be almost unanimously in favor of them; but they say that but very few of the pupils instructed in them ever follow the profession of teaching. If this is true (and my observations and investigations seem to prove it) they are not "accomplishing the work designed by the Legislature when they were established."

Thanking the citizens of my district for their kindness and hospitality, the teachers for their cheerful co-operation, and the Department for favors received,

I am, very respectfully yours,

R. W. McKINLEY,

School Commissioner.

COLLAMER, *November 1, 1880.*

ONONDAGA COUNTY — SYRACUSE.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with the request contained in your circular, I have the honor to submit the following report of the condition of the schools under my supervision, for the year ending September 30, 1880.

In some respects the past year has been one of progress, more marked than any preceding year since my official labors commenced in this city. The census taken in September shows an increase of the persons of school age of 535, which is an average of the growth of the school population for a number of preceding years.

The registered attendance, during the year, was a very little less than that of the previous year, while the average number belonging and the average daily attendance was considerably greater. As a consequence there was less of absenteeism and more regular attendance on the part of the pupils belonging. The per cent. of average daily attendance on the number belonging was 96. After allowing for all necessary absences caused by the various diseases to which all children are subject, and which come to them during their school days, and temporary illnesses caused by taking colds and the various other ailments resulting from accidents, it seems to me that we cannot reasonably expect a much greater percentage of attendance than we have reached during the past year, where those in attendance include all ages from 5 to 21 years, and take in all classes, from the

poorest to those in more comfortable circumstances. I find, comparing the registered attendance with the number of school age, that we get into our schools only about 48 per cent. of those whom the statute regards as being entitled to the privileges of the public schools. Statistics show us that, in nearly all of the well-to-do families, children are not sent to school till they are 6 or 7 years old and only a small number stay in schools till they are 18 years of age. Taking the schools of this city as representative of all city schools in this State, and it will be readily seen that any compilation of statistics upon the basis of the present school ages in this State, published and circulated, as through the bureau of education at Washington, must give to our State a very low standing in education, as compared with other States in the Union, where the school age is fixed at from 6 to 16 years. We are publishing and sending out reports from all our principal cities and from all State departments, in relation to the condition of our schools annually, and yet, the statistics are made up from such varying cases, that we can hardly compare the schools of the different States. And I find it almost as difficult to compare the schools of the several cities of this State, because of the differences in making up statistics. If some uniform system could be reached through all the States it would be very desirable, but, if this is impracticable, uniformity in this State may most certainly be attained.

In respect to the condition of the schools in this city, we have better accommodations than at any previous time. Our buildings, with one exception, are in good condition, and this one is soon to be abandoned for a new and model edifice. We are able to accommodate all who apply for admission to our schools, and have a sufficient force of teachers to give, on an average, one teacher to every 41 pupils in daily attendance. During the past year or two, several of our school buildings have been remodeled, by changing from large to small rooms, with a teacher over each room, and with beneficial results in the education of the children.

We have found that the tendency of our graded school system is to make the teaching too formal, with too little of individuality; the class, as a whole, being taken as the unit, instead of the individual pupil. Just so far as we have been able to make our teaching personal, the teaching has improved; and during the year just closed, this has been more universally reached than in any preceding year. We claim that the greatest improvement in methods of teaching has been reached in the primary department; and that the instruction given in language, which includes the power of children to express their thoughts orally, in writing and in spelling, and the instruction in number is greatly in advance of what was done only a short time ago. We have no more spelling out sentences by a word at a time, but the whole thought is taken in before an attempt is made by a pupil to utter the words which express the thought. Reading has become a most interesting and enthusiastic exercise, instead of a dull and monotonous drill, such as may have

been seen in many schools until very recently, if, indeed, it may not be possible to find it even now in some places. Instruction in the elements of number has made equal advancement with that in language.

Although the spirit of advancement is just as marked among the teachers of the higher grades as it is with the primary teachers, the results are not so manifest, owing to the absence of the right training in earlier years, and the consequent formation of habits which must be corrected in order to lay a better foundation upon which to build the superstructure of a more perfectly developed mental growth.

We have always been in the habit of holding regular teachers' meetings, and during the last year these have been monthly, with occasional grade meetings intervening, and meetings of ward teachers as occasion has seemed to demand them.

The results have been to awaken interest on the part of some who might otherwise have been indifferent, to compare one school with others in methods of teaching, in attendance, in discipline and in advancing pupils; and through these meetings all the schools of the city are very nearly uniformly good.

The teaching of penmanship has been much improved by the appointment of a teacher of this branch as a specialty; and this, with drawing, which is now taught in all the grades, ranks among the excellencies of our school system.

Respectfully submitted,

EDWARD SMITH,
Superintendent.

SYRACUSE, December 15, 1880.

ONTARIO COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In accordance with precedent, the following annual report for this commissioner district is respectfully submitted:

SCHOOL DISTRICTS.

During the year, upon the application of the parties affected and with the willing consent of the trustees of the several districts, alterations were made in the boundaries of districts No. 1, Farmington, No. 7, Manchester, No. 5, Geneva, and No. 11, Seneca.

The indefiniteness of district boundaries and the difficulties arising therefrom have been overcome by orders altering and amending the same.

Complaint is often made, in districts where the property valuation is small, that the tax necessary to sustain a school therein is

very burdensome compared with that of neighboring districts. For instance, in adjoining districts whose respective assessed valuation is \$141,554, \$127,100, and \$80,814,—from the weakest several large farms have been bought by parties living in the stronger, and because these were contiguous to their home farms the large aggregate valuation is taken from the weakest. Would it not be well to remove the present exceptions and assess and tax all property in the district in which it is situate? We are satisfied that such change is most desirable, as it would at once remove a fruitful source of vexation to which, under existing law, every district may be subject.

2 The question is sometimes raised, could we not, to obviate this difficulty, raise a town tax, for the portion outside of cities and incorporated villages, for the payment of teachers' wages. It would seem that, under such a system, no greater amount would be required to furnish the best instruction in each rural district throughout every town in the State than now is expended, in the aggregate, for teachers' wages in the several towns, under *all* the disadvantages which the smaller and poorer districts now suffer from the lack of efficient and able teachers.

The union and classical schools of this district are located in the villages of Geneva and Phelps; in district No. 1, Geneva, and No. 8, Phelps. In the main building of the former are sixteen teachers, and in the four branch primary schools are six teachers. The latter has *one* building and seven teachers. These schools, under the management of Professor H. K. Clapp and Professor H. C. Kirk, who have able corps of assistants, are in a prosperous condition and doing excellent work, the influence of which is wide spread.

The number of non-resident pupils attending in Geneva was fifty-three, in Phelps, fifteen, beside the class instructed in methods of teaching, under appointment from the State, which also numbered fifteen. At the date of this writing, the number of non-resident pupils attending the public schools in Geneva is fifty-five, in Phelps, thirty-eight, in Clifton Springs, eight. In the smaller village and rural district schools there were 102 non-resident pupils, many of whom were indigent and could not pay tuition, consequently their attendance did not benefit, financially, either the district in which they lived or the one in which they attended school.

The village of Geneva has seven private schools, beside Hobart College, and one lately organized in which is taught the Quincy method. The villages of Phelps and Clifton Springs have each one. Total number of pupils attending the nine schools 446; in Geneva, 368; in Phelps, 18; in Clifton Springs, 60.

The number of districts in the several towns, with the financial statistics relating to them is shown in the following table:

FINANCIAL STATISTICS.

TOWNS.	RECEIPTS.					EXPENDITURES.					Totals.			
	No. of dists.	Amount on hand October 1, 1879.	Amount apportioned from State.	Amount raised by tax.	Teachers' board.	Other sources.	Total.	For teachers' wages.	Libraries.	School appa- ratus.		School-houses, furniture and repairs.	For all other incidental expenses.	Am't remaining on hand Sept. 30, 1880.
Farmington	13	\$63 56	\$1,388 39	\$2,468 84	.....	\$18 13	\$3,938 94	\$2,492 00	.....	\$2 00	\$1,112 53	\$280 07	\$61 24	\$3,938 94
Geneva	7	3,896 42	4,142 07	1,530 15	.....	518 13	10,576 74	8,881 85	.....	4 75	1,274 40	1,508 41	3,718 87	10,576 74
Gorham	16	13 85	1,641 70	1,639 09	\$194 00	15 86	3,688 64	3,121 80	3 04	1 81	149 60	219 31	50 39	3,688 64
Hopewell	12	33 97	1,279 25	1,566 69	.....	5 89	2,885 80	2,359 00	.....	1 60	205 24	270 57	50 39	2,885 80
Manchester	17	607 72	2,023 06	3,267 69	.....	10 00	6,898 47	3,925 30	.....	9 50	1,006 56	468 70	377 72	6,898 47
Phelps	24	941 23	3,739 68	7,175 04	.....	488 97	12,294 92	8,757 24	53 32	25 67	1,722 55	1,186 95	877 19	12,294 92
Seneca	13	219 02	1,676 79	2,661 78	.....	31 03	4,618 62	3,237 25	7 53	1 50	871 18	280 67	220 49	4,618 62
Totals	102	\$6,675 77	\$15,890 94	\$24,129 31	\$194 00	\$1,453 45	\$47,373 47	\$32,788 44	\$147 33	\$68 08	\$3,556 15	\$3,794 73	\$4,998 74	\$47,373 47

It will be seen from the above table that the amount apportioned to the several districts is $33\frac{1}{2}$ per cent. of the whole amount expended. Of the \$257.97 library money received from the State, \$147.33 was used for library purposes, (or to purchase library and reference books and school apparatus) in the schools of the villages of Geneva, Phelps, Clifton Springs, Manchester, Shortsville, Gorham Village, Orleans, Seneca Castle, and in three rural districts. The balance, \$10.64, was used in the districts not named for teachers' wages. The majority of the libraries in these districts have been for years stored away in the wood-house chamber, carriage-house or other out-building where room could be found for articles for which there is no longer any use. Would it not be better to sell such books as can be found, and the avails appropriated to purchase text books to be used by indigent pupils, or with the sum received from the State be used to supply the several districts with needed books of reference, maps and charts? Perhaps it would be better to have the library money go into the general school fund and be apportioned for teachers' wages, and the needed supplies of library and reference books, school apparatus, etc., be purchased with money raised for that purpose by local taxation.

POPULATION.

The statistics of the district in regard to population, registry and attendance of pupils, as drawn from the school reports and the recent census, afford some points of interest.

POPULATION.

TOWNS.	No. of persons under 5 years of age.	No. of persons between 5 and 21 years of age.	No. of school age, who attended school some portion of the school year.	Average daily attendance.	No. of persons between 21 and 50 years of age.	No. of persons between 50 and 70 years of age.	No. of persons upwards of 70 years of age.	Totals.
Farmington.....	169	584	460	234,192	748	392	89	1,982
Geneva.....	591	2,048	1,363	869,198	2,961	991	250	6,841
Gorham.....	237	769	591	329,431	1,007	393	115	2,521
Hopewell.....	150	530	394	209,040	731	377	104	1,892
Manchester.....	342	970	765	410,030	2,030	501	161	4,004
Phelps.....	477	1,718	1,305	667,932	2,432	199	234	5,060
Seneca.....	307	933	637	353,649	1,131	362	134	2,867
Totals	2,273	7,552	5,515	3,073,472	11,040	3,215	1,087	25,167

The whole number of persons of school age in the district it will be seen, is 7,552, while the number who have attended school some portion of the year is 5,961 or nearly 80 per cent. of the entire number.

The average daily attendance being 3,073 and a fraction, will be seen to be slightly above 50 per cent. of the whole number in attendance, and about 40 per cent. of the entire school population. This average would have been somewhat larger had it not been for the ravages of diphtheria, measles and scarlet fever, which all contributed to reduce the attendance, and in certain localities we are sorry to add, the diphtheria reduced the school population nearly one-third.

The number of children under five years of age now in the district is in the ratio of 3 to 10 to the whole number of persons of school age; a fact which may be interpreted to show that the schools of the future are not likely to fail for lack of pupils.

If those persons over 21 and under 70 years of age be regarded as constituting the supporting class of the community, it will be seen that the number of school age together with the number under five years of age bears to this class the ratio of 6 to 10; and if the number above 70 years of age be added to those of school age and under, the class which may be styled non-supporting will be to this class in the ratio of nearly 8 to 10. This needs the qualification, however, that many persons under 21 years of age and some over 70, belong to the producing and supporting class of the community.

It may be interesting to consider our educational status, as determined from statistics relating to insanity and crime.

The following table exhibits data for three periods, as obtained from the superintendents of asylums at Utica and Ovid, from local physicians and from the county record:

YEARS.	Insane.	Indictments by Grand Jury.	Population.
65.....	45	20	22,893
75.....	56	28	25,459
80.....	62	15	25,167

The slight increase in the number of insane, along with the decrease in population, is entirely explainable by the fact that many of the healthiest and strongest of the community have removed to the west and other sections; while we retain all the insane incident to an increase in general population.

The actual decrease in the number of indictments for crime as compared with the population, of course speaks for itself; and if it has any significance from an educational point of view, certainly indicates progress.

THE TEACHERS.

The number of teachers teaching at the same time during 28 weeks or more of the past year was 126, two more than last year; the whole number of different teachers (a number of whom assisted during one term) was 192. Of these, 7 held State certificates, (2 under the new law), 3 normal diplomas; 182 were licensed by the local officer.

Of the whole number of teachers employed during some portion of the school year, 54 were males and 138 were females.

The average number of weeks taught in the village schools of Geneva, Phelps, Clifton Springs, Shortsville and Manchester, was 38.7. In the smaller villages and rural districts was 32.6.

The average age of persons teaching was 26.1 years, and the average number of terms that they had taught was 9.9.

The average price per week paid teachers in the village schools was, principals, twenty and $\frac{5}{100}$ dollars, (\$20.50); assistant teachers, eight and $\frac{5}{100}$ dollars (\$8.59). In the rural districts for the winter term, seven and $\frac{24}{100}$ dollars (\$7.24); summer term, five and $\frac{56}{100}$ dollars (\$5.56).

PUBLIC INTEREST.

- Public interest is demanded in school matters, if for no other reason than to insure a greater and more regular attendance of pupils. Unless public opinion demands good teachers, good buildings, and the regular and constant attendance of the pupils, the desired results cannot be secured. When it shall become sufficiently aroused, the sanitary condition of our *public buildings*, especially school-houses, will claim its attention, and the same be properly ventilated; besides it will accomplish what the inoperative "compulsory education act" of 1874, with its present provisions, cannot. There is no doubt but that many of the dreaded diseases of children are induced, and their systems made susceptible thereto, by being compelled to breathe over and over the poisonous air of the school room. It is a question whether a child has not the right to be educated even though he does not desire to be, and even though his parents do not desire him to be. Where people are compelled to pay for educating children, may not children be compelled to be educated? Would not a law providing for the distribution of the public moneys, on a basis making only those children eligible who have attended school or had been otherwise instructed, in accordance with the provisions of said act, be a proper substitute therefor?

I am glad to be able to report an increasing demand in the particulars named, and as one result our schools are so full that additional seating capacity in some districts by enlargement of, and in others by an increase of school buildings, has become necessary.

The societies known as the Ontario County Agricultural Society, and the Pre-emption Park Limited, holding their fairs in September last, respectively, in Canandaigua and Geneva, offered premiums for the following exhibits, viz.: The former, an award of \$10.00 for the best set of books kept by a farmer's son, under 21 years of age; no

entries. The latter, for the best of the several named specimens in classes as follows, viz.: Crayon drawing, pencil drawing, crayon drawing from nature, crayon portrait drawing. Special prizes by individuals: For the best reader at sight (under 15 years of age); specimen penmanship (girl under 15); same (girl under 12); same (boy under 15); same (boy under 12); map of North America by person over 10 and under 14; same of South America,—crayon drawing of two different kinds. I have been informed that 8 of the 12 awards mentioned were made to pupils of the public schools, 7 to pupils of the Geneva union and classical school, 1 for penmanship by a girl under 12, to a pupil of rural district No. 5, Geneva.

SCHOOL-HOUSES.

The school-houses in district No. 2, Hopewell, Nos. 3 and 6, Geneva, and Nos. 13 and 16, Phelps, have been repaired. Nos. 5, 8 and 13, Manchester, No. 8, Gorham, and No. 18, Phelps, have put in new seats.

New school buildings have been erected in district No. 2, Farmington (wood), district No. 7, Manchester (wood), for primary school, district No. 12, Phelps (brick), and there is in course of construction *one* in district No. 5, Farmington (wood). There are a number of districts in which new school-houses are needed, and the people seem to realize their wants in this direction, and in some of the districts they contemplate building, while in others that are very weak financially they would like to build, but feel that to raise the necessary tax therefor, in one installment, would make it very burdensome. I would suggest (for the relief of such districts) that section 18, article 2, title 7, chapter 555, part 2d of the "general acts relating to public instruction," Code of 1879, page 226, be amended by striking out the term "*one thousand*" and inserting therefor *six hundred*, and thereby made to read, "exceeding the sum of six hundred dollars."

SUPERVISION.

On the 12th of June last, the people in district No. 2, Farmington, made a new departure and dedicated their new school-house. The exercises consisted of singing, an address by the commissioner, remarks by Prof. N. T. Clarke, and the commissioner of the western district and others, among whom was Daniel Arnold, now eighty years of age, who served in Farmington as town superintendent, from 1825 to 1853, and who has, since his retirement from active official school work, ever been ready to help on the cause of educational progress, and give counsel and encouragement to others engaged therein, especially on this occasion, while evincing by his energy and fluency what the schools of former times could produce, said much in favor of the educational methods and results of the present. The attendance was larger than could be accommodated in doors, and the occasion gave an impetus to school visitation, which afterward manifested itself in the presence of a number of

persons at the school in its regular work, on the day of my official visitation.

Since the 1st of October, 1879, 200 persons have been examined for teaching, of whom 84 received certificates, and 56, permits. Of certificates given, 11 were first grade, 32 second grade, and 41 third grade.

We desire to know, by frequent examination in general subjects pertaining to the work, whether or not progress has been made by the teacher, and when a failure in this particular is apparent, it is evident that to discontinue such is most advisable. The few failures that have occurred have not been for want of intellectual qualifications, but from a lack of tact and ability to govern. In the first certificate granted, the word *ability* is stricken out and not restored until we become satisfied by actual observation that the would-be teacher possesses the adaptability which makes success in the school room a certainty. We persist in holding to this line of procedure from knowledge of the fact that every person possessing only the literary attainments of a teacher, has not all the necessary requirements. As well suppose the man of intellect only, a suitable proclaimer of the "Gospel of Christ," when he does not know the import of the names virtue and morality. There has been an unusual demand for male teachers necessitating special examinations, the first of which was held November 6, to provide for 14 districts that were unsupplied. From a class of 15, a sufficient number not being obtained, subsequent ones were held, but not until November 15 was the demand met. A number of those who had not taught for several years, and who, when teaching, were very successful, were induced by their former patrons to resume the labor in the schools in which they last taught.

I heartily approve of the system of examinations proposed at the last State teachers' association, as contained in resolutions adopted by that body, viz.: "That this association recommends the Department of Public Instruction to issue a uniform series of questions, to be submitted twice each year to all who desire to obtain licenses as teachers."

"That the Superintendent of Public Instruction be requested to issue a syllabus of study which will give to applicants for State certificates a more definite outline than has heretofore been afforded them of the preparation and culture they are expected to possess."

There are other elements besides those mentioned upon which the prosperity and even success of a school may depend. Among these may be mentioned an increased public interest, a greater number of commodious school-houses, and the work of supervision.

From October 1, 1879, to September 30, 1880, I made 259 visitations to the schools under my supervision.

I have endeavored both by means of examination and by the visitation of the schools to raise the standard of teaching; and the fact that there have been so many teachers who have been successful leads me to think that this purpose has been largely attained.

As an evidence of this we cite: First, That many of the teachers in rural districts are employed in the same school several successive terms. I have in mind 2 teachers thus employed in the town of Farmington, 2 in Geneva, 3 in Manchester, 4 in Hopewell, 4 in Phelps, 7 in Gorham, the whole number in the town being 15; and 8 in Seneca, being 66 $\frac{2}{3}$ per cent. of the whole number.

Quite a number of districts, in which males teach in the winter and females in the summer, alternate the same teachers for several successive terms, and the results are very much better than in districts where changes in teachers are made every term. The same principle holds good respecting trustees.

The districts in which are the villages of Geneva and Phelps, have each five trustees. There are but four others of the smaller villages and rural districts that have three.

It is generally admitted that in districts of the latter class having but one trustee, and he continued in office for several successive years, better and more effective work is done than can be where the trustee is changed every year, besides avoiding many disadvantages, among which might be mentioned incorrect district accounts, enigmas in the annual reports, and inability to rightfully administer the affairs of the district. In view of these facts, and with the belief that our present system would be much improved thereby, I would urge that the next Legislature make the term of office of one trustee three years.

I have made a practice of inviting trustees to visit the schools with me, and of advising with them as to furthering the best interests of their respective schools, the result of which has been to greatly enhance their interest in the cause of education.

I have from time to time directed to them circular letters of advice, and have, during the past year, prepared and furnished for their use and for use by the town clerks, postal card notices, copies of all of which are herewith annexed.

TO TRUSTEES.

"The following suggestions are made in the belief that an adherence to the same by trustees will greatly enhance and make more efficient our school system, in which no school officer is a more important factor than the trustee, whose earnest co-operation is solicited in an effort to make our educational system worthy the name of Public Instruction."

Before making out your annual report you will read carefully the instructions relative thereto, in Code of Public Instruction, 1868, under title 7, chapter 555 of the consolidated school acts, from page 151, section 60, to page 166 inclusive; in General School Laws, beginning at page 55. That you may retain a copy of your annual report as a district record, extra blanks are annually furnished. Before *hiring* teachers, the instructions in *same code* from page 132, section 41, to page 137 inclusive; General School Laws, beginning at page 49.

Subdivision 9 of section 49, of the aforesaid title 7, was by the Legislature of 1879 amended to read as follows (beginning after the following, in said subdivision, "at an annual or special school meeting of the district"): "Nor shall any trustee of a district make any contract for the employment of a teacher, in and for said school district, beyond the close of the school term commencing next preceding the expiration of his term of office, except with approval of a majority of the voters of such district present, and voting upon the question at an annual or special school meeting of the district; nor shall the trustees of any school district having three or more trustees, make any contract for the employment of a teacher or teachers for more than one year in advance."

The teachers' institutes are the only means within reach of most teachers for improvement in *methods of instruction*, and those who attend them should be encouraged by being preferred by trustees, and we suggest to you the great importance of employing and retaining those teachers *only*, who indicate by their acts and school work, a love and enthusiasm for teaching, thereby securing *teachers* of school instead of *keepers* of school.

To qualified persons attending the entire session of an institute will be given certificates of attendance. We invite trustees and all persons interested in the advancement of education, to attend our institutes and associations. Public examinations for teachers' certificates are held semi-annually, of which due notice is given in the county papers. No certificate will be given except upon the examination of the applicant, and only such persons can be legally recognized by you in hiring teachers as hold a normal school diploma, a State certificate, or a commissioner's certificate which is good only for the commissioner's district for which it is given. Our most backward schools, in which a majority of the pupils are in primary classes, need the best and most experienced teachers. Better results are obtained in districts that arrange the school terms so as to have no school during July and August. Local geography and history should be taught in every school.

I send, herewith, a blank for postal card notice of school officers elect. You will please comply promptly with the request therein.

The school registers to which your district is annually entitled, can be had of the town clerk.

This document belongs to the office of trustee; after reading it at your annual meeting, give it to the trustee elect.

Yours respectfully,

GEORGE V. CHAPIN,

School Commissioner

First District, Ontario Co., N.Y.

_____, 188

SIR:

District No. _____, town of _____, receives, in the apportionment of public school moneys, for the year 18—, as follows:

District Quota.	Pupil Quota.	Average Attendance Quota.	Library Money.	Total.

_____, *Town Clerk.*

Preserve the above data for your next annual report.

Yours respectfully,

GEO. V. CHAPIN,
*School Commissioner,
First District, Ontario Co., N. Y.*

To _____, 188

Town Clerk, of the town of _____:

TAKE NOTICE.—That the annual school meeting, held on the 2d Tuesday of October, 18 , at 8 o'clock P. M., in the school-house, in school district No. , in said town, the following persons were duly elected school officers for said district: For clerk, _____, P. O. address, _____; for librarian, _____, P. O. address, _____; for collector, _____, P. O. address, _____; for trustee, _____, P. O. address, _____.

By section 34, page 67, vol. 2, and subdivision 5, sec. 37, page 68, volume 2, of the new sixth edition of the Revised Statutes, every person chosen or appointed to the office of school district clerk, who shall refuse to serve therein, shall forfeit five dollars; and every person so chosen or appointed, who, not having refused to accept the office, shall willfully neglect or refuse to fill out this notice and send it to the town clerk, shall, by such neglect or refusal, vacate his office, and shall forfeit the sum of ten dollars.

The outgoing district clerk, before he vacates his office, should, in every instance, fill out this notice, and see that it is sent to the town clerk immediately after every annual election of school officers in his district, but if he should fail to send it, then it is his successor's duty.

_____.
Clerk of said District.

The certificates of attendance granted to those attending the institute, were designed to show even where certificates to teach were not granted, that the holders thereof were at least interested in the work of education.

Last February I instituted a system of gradation for our district schools. The following circular letter of advice to teachers, the

blank for pupil's certificate, and the letters from persons interested will give an idea of the method and results of the undertaking.

(To teacher):

You will, by a constant review from the first principles of every branch of study in your school, prepare the pupils of your several classes for a term examination, such as the inclosed blank suggests; the main object being by this plan to attain approximately a system of gradation in our district schools, besides making every succeeding term show progress, to the finishing of the various subjects taught. Please retain, fastened together, in book form, the stubs that are to be kept as a district record. State in your term report to this department, whether or not you have complied with this request.

GEO. V. CHAPIN,

School Commissioner.

CHAPINVILLE, *February 7, 1881.*

Be it known, that _____, a pupil in school district No. _____, town of _____, Ontario county, has passed a thorough examination in the branches named below, as follows:

Name of Text Book.	To Page or Subject.	Standing in Scholarship.	Department.
.....
.....	Days of Term.
.....
.....	Days Attended.
.....

And the undersigned would advise that the person herein named should begin at the page designated in resuming the study of the above named branches.

_____ <i>Teacher.</i>	_____	} <i>Examining Committee.</i>
_____ <i>Trustee.</i>	_____	
No. _____. Date _____.	_____	

No. _____.

Date _____.


Name _____.

Name of Text Book.	To Page or Subject.	Scholarship.
.....
.....
.....
.....
.....
.....
.....

Department, _____. Days of term, _____. Days attended, _____.

_____, *Teacher.*_____, *Trustee.*

_____	} <i>Examining Committee.</i>

 Retain this stub for district record.

OAKS CORNERS, N. Y., Oct. 26, 1880.

G. V. CHAPIN :

DEAR SIR.—I think the term examination blanks are “just the thing.” They supply a universal want of our ungraded district schools, viz. : a *system of progressive study*. Their introduction to the schools under your charge is a great step in advance of the former methods of district school management, and I think their usefulness cannot be overestimated. From the use of these blanks it is but a single step to a thorough system of gradation such as has been adopted in the school under my charge at Orleans. For two years I have been aiming at this result, and your introduction of the term examination blanks struck the finishing blow. Such a system ought to be adopted in all the district schools of the county.

Yours truly,

G. W. BOSTWICK.

STANLEY, Oct. 9, 1880.

MR. GEORGE V. CHAPIN :

I have to-day made out my report as trustee of this school district, and find the average attendance to be so much in excess of previous years, that I want to tell you what I think is the cause.

First, the arrangement of the terms so as to have the school close for the year before the hot weather in August and September; and secondly, I think it is accountable, in a great measure, to the new departure introduced by you in this county, viz. : the closing examinations at the end of the terms of school, and issuing to scholars a certificate, properly certified to by a committee, as to standing in studies, etc.

I know it worked a very marked change in our school the past year, causing a more regular attendance and inducing the children to more work, in order to make a good appearance on examination day, and for fear of being turned back to renew the same studies the next term. Also, it brings in the parents to visit the school at least one day in the term, something almost entirely neglected in this district, and I fear in many others.

Heretofore, children had no apparent incentive to work for, and many were a great hindrance to others, as all were generally kept in the same classes from year to year, thus holding back the more ambitious ones—in reality, paying a premium for *idleness* in school. These examinations must bring up the standard of our country schools, as many parents have heretofore been forced to send their children away to school, just for the want of some proper system of grading in the school at home.

This system of examinations and the issuing of certificates is certainly one step forward, and must, in the near future, work great good to our schools.

Yours, etc.

T. A. McCAULEY,
Trustee District No. 1, Seneca.

The standing of the pupils was obtained by thorough written and oral examinations conducted by the teacher, during the last weeks of the term.

A schedule made by the teacher contained the names of all the pupils, the subjects in which they were examined, and the page or subject to which they had severally advanced.

Before the data were transcribed upon the stubs and the certificates, the schedule, together with the questions, and the pupils' papers of examination, was submitted to the members of the examining committee, who, after examining the papers and the several classes orally (before such of the people of the district as could be induced to attend upon days of the last week designated by the teacher), passed upon and approved of the record of the schedule, or disapproved, and after amending to accord with their ideas of the proficiency of the pupils named therein, approved and signed, and thereby made the record for the *stubs* and *certificates*. The stubs form the record for the district. The certificates detached therefrom form a record for the pupils receiving them, for their parents or guardians, and for temporary use in other districts in which they may subsequently attend school.

With the stubs, and with any certificates which may be presented by pupils of other districts, the teacher of no district of the commissioner district or county in which this system is in vogue, need start the pupils unadvisedly at the commencement of a succeeding term. The method is generally approved, and the results obtained are very satisfactory. In a great many of the districts, from ten to twenty-five persons attended the examinations, and I might add, to the expressed approval contained in the above letters, similar testimony that I have from those attending. Beside giving encouragement by their presence, they have seen what changes were most needed, and by their influence and action a number of school-houses have been re-seated and their general appearance improved.

Were there more permanency to the term of office of trustees, I firmly believe that, with the co-operation of trustees, patrons and teachers, a prescribed course of study could be enforced which, with the system of gradation above described, properly carried out, would make our common district schools satisfactory preparatory schools for the higher institutions of learning, and would detain at the home school many who at too early an age seek better educational advantages abroad. Such a course of study should not be intended exclusively to fit pupils for the high schools, but (as expressed in a resolution of the last State Teachers' Association), "should be so arranged, in order to meet the wants of the mass of pupils, that at whatever age a pupil is forced to leave school, he may at that time have received the best possible preparation for life and citizenship consistent with his stage of advancement."

Since the 1st of January last, 6 persons have been recommended for appointment to the normal schools: 2 to Geneseo, 2 to Oswego, 1 to Brockport, and 1 to Cortland. There are several undergraduates who are now engaged in teaching, that intend to complete their normal course. A number of those now attending these schools, had had a successful experience in teaching before entering them as students. Under the teachers and graduates employed from these schools, the results in most cases have been highly satisfactory, and in other cases they have not. Without going into detail we may summarize this matter with a statement that unless a person has some adaptation by nature for the teacher's profession, there is no normal school or method which can make that person a successful teacher.

This district is represented by two students at the Cornell University.

The operation of the new law enabling women to vote, so far as it has been operative, may be regarded as salutary. It is desirable, however, that it be so revised as to eliminate existing obscurity.

INSTITUTES.

Two institutes have been held during the year, each lasting one week. The first, held at Geneva, beginning March 29, conducted by Professors Johonnot and Barnes. The second held at Canan-

daigua, beginning September 27, conducted by Professors Kennedy and Northam.

The border towns of the western district are so remote from railroads and other modes of public conveyance, that the spring session was not so largely attended as the fall session. A noted feature of the former was the presence of commissioner Stout, of Seneca county, together with 25 of his teachers.

Professors Johonnot and Barnes, by their able instruction and wise counsels, imparted many ideas that could not fail to be of practical value to the 180 teachers in attendance.

Much interest was manifested in the singing, which, with Professor Barnes as leader, contributed largely to the enthusiasm manifested throughout the session. Also in the exercises given by Professors Clapp, Vail and Milne. Subjects: Reading and elocution, pronunciation, and school work.

The lectures delivered by Professors Barnes, Johonnot, Hamilton, Smith of Hobart College, Milne of the Geneseo normal school, and Bennett of Syracuse University, preceded by recitations, songs, etc., by pupils of the Geneva classical and union school, contributed much toward the success of the institute.

The session at Canandaigua was a decided success, 233 teachers being in attendance. The work of the instructors at this session was practical and of a high order, as were also the lectures delivered by Professors Northam, Kennedy and Clapp, and Rev. Mr. Hiscox.

There were, during last winter and spring, meetings of the County teachers' association, held at Canandaigua, West Bloomfield, Shortsville and Clifton Springs.

Institutes and associations are regarded by the most thoughtful as decidedly beneficial adjuncts to our educational system.

The attention of the Legislature is called to the numbers (1), (2), (3), (4), (5), (6), (7) and (8), in the margin, as indicating the parts of this report in which are suggested needed changes by legislative enactment.

Thanking the Department for many favors rendered and courtesies extended, I remain,

Yours very respectfully,

GEO. V. CHAPIN,

School Commissioner.

CHAPINVILLE, *December 24, 1880.*

ONTARIO COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In accordance with your request, I respectfully submit the following report regarding the schools under my jurisdiction.

The second commissioner district of Ontario county embraces the

towns of Bristol, Canandaigua, Canadice, East Bloomfield, Naples, Richmond, South Bristol, Victor and West Bloomfield. There are 106 districts and 114 school-houses; 136 teachers were employed, being one more than was employed during the year previous.

In comparing my statistical abstracts of 1880 with those of 1879, I find that there were fewer pupils registered, and that the average attendance was not as large as in 1879. This was not owing to the fact that there was less interest taken by the patrons than usual, but to the prevalence of scarlet fever and measles which raged in portions of the district nearly the entire winter. Many of the schools were broken up; one district having but six weeks of school during the winter, while very few teachers succeeded in arousing the same interest that was manifested prior to the vacations it was necessary to have.

It is the aim of my associate commissioner (Geo. V. Chapin) and myself, to raise the standard of the common schools. We are endeavoring to do this by refusing to license those persons who have not the necessary literary qualifications, as well as those whom we find upon visiting to be deficient in other qualifications equally as essential. In doing this, a commissioner meets with many discouragements, as he is very often not sustained by public opinion. The fact of the case is, that while occasionally a trustee is willing to pay *good wages* to a *good teacher*, the majority are in favor of hiring cheap teachers. In those districts where the majority of the patrons desire a good school and are willing to *pay for it*, I notice that they generally have it. I find that too many trustees are of the opinion that they must employ a first-class teacher for the winter term, but that any one can teach the summer term, as the pupils are all small. I wish trustees might realize the fallacy of such reasoning, as we need our best teachers in our primary grades.

There were two institutes held in Ontario county during the year: at Geneva, beginning March 29, and at Canandaigua, September 27, each continuing one week.

The institute at Geneva, which was held more especially for the eastern district, was well attended by the teachers of that district and Seneca county. But few of my teachers put in an appearance. Professors Barnes and Kennedy conducted the exercises in a very interesting and instructive manner, and won for themselves many friends from the teachers and others present.

The institute at Canandaigua was conducted by Professors Kennedy and Northam, and was a very profitable session. There were 230 teachers in attendance, nearly all of whom manifested a great deal of interest in the instruction given. It was conceded by all to be one of the best institutes ever held in Ontario county. The instruction given was very thorough and practical, and will be of great benefit to those in attendance.

The normal schools are steadily growing in favor with the people of my district. There are several normal graduates teaching in this district, most of whom are doing good work.

I believe that a teacher who would succeed *fairly* without the

drill, will succeed *better* with it. But attendance at a normal school will never make a good teacher of a person who lacks tact and natural qualifications for the profession.

I am pleased to report that the school-houses in this district are in much better condition than they were one year ago. I have tried to impress upon the people the importance of having comfortable school-houses, and then to make them pleasant and attractive by decorating with mottoes, pictures, etc. The fact that four new houses have been built during the year, while many others have been repaired and furnished with new furniture, shows that the people are gradually awakening to the fact that if they wish to have their children interested in the school and anxious to attend, they must be sufficiently interested to supply them with a comfortable house and pleasant surroundings.

I have made, during the year, two hundred and eighteen official visits, being more than two visits to each school. Owing to the roads being almost impassable last winter, I failed in reaching two schools.

The condition of the schools, generally, is satisfactory, and the outlook for the future encouraging. In the future, as in the past, I shall do what I feel to be my duty without fear or favor of any person.

With many thanks to the Department for favors received, to the teachers for their hearty co-operation, and to the patrons for their courtesy and hospitality,

I am, very respectfully yours,

G. S. PRESTON,

School Commissioner.

VICTOR, *December 11, 1880.*

ORANGE COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In obedience to your directions, I respectfully submit the following report of the work that has been accomplished, and the condition of the schools in the first school commissioner district of Orange county, during the school year that ended September 30, 1880.

I made, during the year, one hundred and thirteen visitations, which were distributed among sixty-eight of the sixty-nine schools within my jurisdiction; one school, owing to circumstances over which I had no control, was not visited at all.

In consequence of these visitations, I have received the impression that the teachers, although, owing to the low rates of wages, many of them are young and have but little experience, evince a commendable determination to do their duty by their pupils and to promote the cause of education to the best of their ability, and that they are as successful in their work as could reasonably be expected of

them, under the adverse circumstances by which too many of them are surrounded.

On the other hand, I am truly sorry to state that there is among the people, in some localities, a lamentable indifference to the welfare of the schools. This is made manifest in many ways. They cannot be induced to visit the schools and by their presence and their sympathy stimulate and encourage both pupils and teachers; they often fail to provide suitable blackboards or apparatus of any kind to aid teachers and children in their work; they sometimes fail to furnish their own children with necessary books; and in some instances, happily few, have neglected, until compelled to attend to it, to provide for the physical comfort and welfare of their children while at school, as well as they provide for the health and comfort of their domestic animals.

We occasionally found that a person had crept in among the teachers whose only apparent ambition was to secure the pay of a teacher by the least possible exertion, physical or mental, on his own part. Such have found it necessary to engage in some other business. We also, fortunately for the best interests of the country, have found quite a large number of people who show a strong desire to do all in their power, and who contribute liberally of their means, to educate and elevate the children that are growing up around them. Owing to the efforts and the influence of such as these, there are, in this district, a goodly number of substantial school-houses, furnished with comfortable, modern furniture, supplied with all necessary apparatus, and occupied by competent teachers and industrious, well drilled children.

Fifteen of the one hundred and fifty licenses issued by me this year were issued to persons who had never taught.

Six public examinations have been held, three in the spring and three in the fall of the year — so located as to give every teacher in the district an opportunity to attend without much inconvenience, at least twice in the year.

Applicants for certificates have been subjected to written examinations, and their papers have been preserved.

Private examinations have been discouraged by making them quite as vigorous as are those that are held in public.

In issuing licenses, I have followed, as closely as I could, the course indicated by the Department; third grade only have been given to those who had little or no experience; second grade to those who had considerable experience and who had been fairly successful. First grade have been issued to those only, whose qualifications as to learning, ability to teach, moral character, etc., fitted them to occupy any position in any school in the district, and whose success in teaching was known to me from personal knowledge, obtained by careful observation of their work in the school room.

On account of a lack of uniformity of practice among commissioners in the manner of examining and licensing teachers, and in view of the fact that many, calling themselves teachers, come here

from other counties armed not only with second but also with first grade certificates (I do remember meeting one who carried a third grade), who really were not fit to hold any, I have found it necessary to refuse to indorse any certificates or to issue any on the recommendation of any person or persons, and to require all of those of whose qualifications as teachers I have no personal knowledge, to undergo examination; those of the successful applicants, who have second grade, receive third; those who have first receive second, and they do not receive higher grade until by successful work in the school room they prove themselves worthy of them.

It seems to be of vital importance that a higher grade of literary qualifications should be required of teachers, and that a uniform system of examining and licensing them should be adopted throughout the State. Could not the State Superintendent, or some other competent authority, appoint days on which examinations should be held, simultaneously, in every school commissioner district in the State, furnish the questions to be used, prescribe the manner in which they shall be conducted, fix the percentage of correct answers that must be given by successful candidates, cause a list of the questions used to be filed, together with the written work of every applicant, in some suitable place within the district in which the examination shall be held, where they can be examined by any person who wishes to do so; and last, but not least, hold every school commissioner, or other person who shall superintend any of these examinations, to a strict accountability for the manner in which his duty shall be performed?

"The methods of the employment of teachers" are very far from being what they should be, and they are not such as tend to induce a person to make school teaching his permanent avocation, or to prepare himself thoroughly for its arduous duties. School-houses are sometimes mistaken for eleemosynary institutions, for asylums for the poor and needy, where the unfortunate, regardless of their fitness for such important duties, may fill teachers' places and thus receive relief.

Those who examine and supervise teachers should have more power in the matter of selecting them for, and retaining them in, positions; they should not be left entirely subject to the selfishness of interested parties, or to the caprice of those who feel no real, intelligent interest in the advancement of the cause of education; nor should they be left to feel that, no matter how well their work may be done, they are liable to be discharged, at any time, to make room for some inexperienced person that the trustee, from personal motives, through sympathy or from friendship, may be desirous of employing; on the contrary, they should feel that a faithful and intelligent discharge of the duties imposed upon them would insure them continuous employment, while a neglect of them would, with equal certainty, cause them to lose it. Thus they would be encouraged to spare no pains in fitting themselves for the work, and be stimulated to put forth their best efforts and secure the best results.

It must not be understood that either the officers or the teachers

in the school districts of this county are less efficient or less zealous than those of other counties, for careful inquiries, concerning the manner in which the school officers of other places discharge their duties, have fully satisfied me that those of Orange county would not suffer by being placed in comparison with them. As to our teachers, an extensive acquaintance with, and reliable information concerning other teachers, enable me to feel that I can conscientiously say that they are, at least, the peers of those who fill similar positions elsewhere.

Although, of course, the condition of the schools in this district falls far below our ideal of what it should be, it is, taking all the circumstances into consideration, satisfactory. There is a slow but steady movement in the right direction. The people, more especially the younger ones, are showing an increasing disposition to build school-houses that do honor to the neighborhoods in which they are situated, to furnish these buildings with the most convenient and comfortable furniture and with sufficient apparatus, to provide ample grounds for the accommodation of the children, and, above all, to secure the services of the best teachers that their means will permit.

The seeds of knowledge are so widely disseminated that there are but few native-born young men or young women, who have not acquired not only a fair knowledge of the ordinary English branches that are taught in the schools, but also a considerable fund of useful information that will go far toward making them useful and intelligent citizens, and that will exert an influence, for good, over the future destinies of our country; and, in most of the towns in this district, it would be very difficult to find one that can not read and write, and who has not a knowledge of the fundamental principles of arithmetic.

Our teachers' institute has, for a number of years, been held either in July or in August. As many of our teachers are employed by the term, and, as the spring terms, usually, end about the first of July, and the fall terms do not commence until sometime in September, or October, trustees claim that the teachers are not in their employ during the interval, and demur at paying them for the time spent at the institute. The teachers, not daring to attempt to compel them to pay, and being too poor, in this world's goods, to expend the money out of their own pockets, are unable to attend and secure the benefits these institutes are intended to confer; besides all this it is almost impossible to induce people to submit themselves to the discomforts incurred by assembling amidst the intense heat that usually prevails at this season of the year. Many of the teachers are dissatisfied with this, and wish the teachers' institute to be held either in the fall or the spring of the year.

An opinion is prevalent among our best teachers that too much time is consumed, by institute conductors, in teaching methods in the old routine manner, and that it would be more profitable to form the teachers into classes, and to drill them in branches of study to be announced to them sometime previous to the commencement

of the institute. The people, aside from those who are immediately connected with the schools, pay but little attention to the matter of institutes, apparently regarding them as mere formalities in which they have no interest.

On the subject of "Normal Schools" public sentiment is divided. Some regard a "normal certificate" as a sufficient proof of the ability of the bearer to teach, successfully, in any school, while many others do not so regard it, and, in employing teachers, do not give "normal graduates," who have no other experience as teachers than that obtained in the normal schools, the preference over others. Quite many think that the benefits derived from these schools are not commensurate with the expense incurred in maintaining them.

You ask whether or not, in my judgment, the schools are accomplishing the work designed for them by the Legislature when they were established. The design of the Legislature, as I understand it, was to furnish the public schools of this State with well trained and efficient teachers. I can of my own knowledge affirm that they have furnished many such, who have been an honor to the profession and a blessing to the communities where they have labored. But, judging from what has come under my observation, very many attend these schools and avail themselves of the privileges there afforded for the purpose of securing a good education at the expense of the State; having done so, some of them never attempt to obtain a situation, some will not, even at first, teach for a moderate compensation, consequently, they never teach at all. This is not said for the purpose of disparaging those who, having attended these schools, come forth willing to stand on their own merits as teachers, and determined to use for a reasonable time, at least, the knowledge they have there acquired for the improvement of mankind, and thus to repay the people for the benefits that they have received at their hands, neither is it said for the purpose of casting reflections on the schools themselves; but it is said for the purpose of indicating that, in my judgment, there are abuses that need to be remedied before these schools can to the fullest extent, accomplish the work designed for them.

As I have not hitherto considered it a part of my duties to look into the academies and private schools in my district, I have neglected to visit them, except in a few instances when I was specially invited to do so; consequently, the only knowledge that I have of most of them is derived from others, and I am unable to give you reliable information concerning "what manner of work they are accomplishing." I will, during the school year that is now begun, endeavor to atone for my remissness, in this matter, by visiting these schools, and by reporting to you at the end of the year any information I may succeed in obtaining regarding them and their work.

Yours respectfully,

CHARLES W. GEDNEY,

School Commissioner.

NEWBURGH, *December* 10, 1880.

ORANGE COUNTY—SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In obedience to the instructions contained in your circular of July 20th, I beg leave to submit the following report :

I have made 129 visits, during the past year, to the schools under my supervision, and have generally received a fair impression of the manner in which they have been conducted. I have found a variety in the methods employed by different teachers, and the results have not, in all cases, been as good as they should have been; but, on the whole, I think there has been an improvement over last year. I have found, in most districts, a unity of efforts on the part of both trustees and teacher to have good schools, and there I have found the most regular attendance, the best order, the most faithful study, and, as a natural consequence, the most progress. I am sorry to report that, in some few cases, the trustees are actuated by a selfish desire to promote their own interests at the expense of the district. This generally occurs where there is but one trustee in the district, and is one of the disadvantages those adopting this system labor under. Another disadvantage is that the administration is apt to change every year, and, consequently, the teacher is changed, often making confusion and loss of time.

I have licensed 175 teachers, during the past year, most of whom have taught before. Of these, eleven have received certificates of the first grade, 150 of the second grade, and fourteen limited licenses of the third grade for from one to seven months.

Examinations have been held semi-annually at Westtown, Middletown, Warwick, Goshen and Port Jervis, thus giving all an opportunity to attend. The subjects on which the applicants were examined were geography, arithmetic, orthography, grammar, history and penmanship. Ten questions on each subject were given to each applicant, and he was required to write out the answers. To receive a certificate of the second grade the applicant was required to answer seventy five per cent. of the questions correctly. I have given first grade certificates to those only whom I knew to be successful teachers and who have had an experience of at least three years.

I would suggest that these examinations could be improved by the appointment of a committee in each commissioner district, to consist of the commissioner and two other prominent educators, to conduct the examinations, and that the questions be prepared under the direction of the Superintendent, and that he establish the rules to govern the granting of the certificates. This would place this part of the work beyond the suspicion and charge of partiality and political influence against the commissioner, and also make the standard of teachers uniform throughout the State.

I have heard much dissatisfaction expressed in regard to the law fixing the time for holding the annual meetings in the several districts, and I think myself that much can be said in favor of commencing the school year a month or two earlier than now, and of making the same change in the time of holding the annual meetings. In this district almost, if not quite, all of the schools close about the first of July and begin on the first of September.

Our county institute was held in Middletown one week, commencing August 23d, and was well attended. The whole number of teachers registered was 150, and the average attendance was 99. Although this is a small part of the whole number of teachers in the county, I am glad to report that the principal part of the younger and less experienced teachers was present. There was a great diversity of opinions expressed by those present, as to the practical benefits derived from the exercises. Some have, in many things, been able to improve on their methods in the school room, and I think, from my observation in the school rooms since that time, that much good has been done through its influence.

The teachers of Orange county have a live association, which dates its organization back to 1868, and which is the means of much good. Its meetings are held semi-annually, in May and October, and the discussions of its members are of much practical value.

I have issued three recommendations to the normal schools during the past year: 1 to Brockport and 2 to Cortland. The normal graduates are generally teaching in the larger towns, and very few are found in the rural districts. I have heard no opinions expressed as to the value of normal instruction by any of the patrons of the schools, but the fact that all of the graduates are employed and receiving good wages speaks for itself.

A very good substitute for the normal schools is the teachers' class. One of these has been for several years held in the Walkill Academy at Middletown, under the supervision of Prof. H. R. Sanford, and the results are good. From 10 to 20 persons have annually received practical instruction in the best methods, both of imparting knowledge and maintaining discipline. These teachers generally give good satisfaction where they are employed, and I am of the opinion that the money appropriated to this purpose is well spent.

Yours, with respect,

THOMAS S. HULSE,

School Commissioner.

WESTTOWN, October 29, 1880.

ORANGE COUNTY—NEWBURGH.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—I respectfully report that the schools of Newburgh were never in a more flourishing condition than at present.

In 1870 the number of children in the city of school age was 5,416; the number attending school some portion of the year was 3,449; the average daily attendance was 1,593. In 1880 the number of children of school age is 5,897 (increase 481); the number attending some portion of the year, 3,348 (decrease 101); the average daily attendance, 2,219 (increase 626).

The larger part of our pupils leave school before entering the grammar department; therefore, while not neglecting the higher departments, we aim to make our course of instruction in the primary department as complete as possible. Pupils are taught to write and to read script as soon as they enter school, and at the end of the first year can at least write their own names. At the end of the fourth year they usually possess a good knowledge of the simple rules of arithmetic; are able to write a legible hand; to form simple sentences; to spell well such words as are commonly used, and to read understandingly the books used in their grade.

Yours respectfully,

R. V. K. MONTFORT,

Superintendent.

NEWBURGH, *October 8, 1880.*

ORLEANS COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with the request contained in your circular of July 20, 1880, I respectfully submit the following brief report, in addition to the financial and statistical reports sent to the Department.

There are 128 school districts situated wholly within the county, and 166 licensed teachers were employed during the past year, and were teaching at the same time, of which 155 were licensed by the school commissioner, 3 by the State Superintendent, and 8 were normal school graduates.

During the year, I have made 335 official visits, generally spending a day with two schools.

I have issued 312 licenses, during the year, of which 64 were of the first grade, 202 of the second and 46 of the third. The large number of first grade licenses issued is due to the fact that nearly all of the first grades expired last year.

It gives me pleasure to report that there has been an increasing interest manifested at each successive teachers' institute held in this county during the past five years, and that the institute held at Albion, commencing September 27, 1880, conducted by Professors

R. E. Post and Francis P. Lantry, was the crowning glory of them all.

My experience makes me a decided advocate of the teachers' institute, and I consider it a powerful auxiliary to advance the cause of education, and it should be made imperative upon all our teachers to attend.

There have been only eight normal school graduates employed during the last year, and yet there is a normal school in an adjoining county, and I have made from 10 to 20 appointments to the Brockport normal school each year for the past five years.

I have visited nearly all of the private schools in this county, and find them doing good work.

I have had the supervision of the schools of this county for the past five years, and I think the good work of educating the young is in a healthy and prosperous condition, for which we feel grateful and encouraged in our future efforts to improve, elevate and perfect the character of our schools.

I am under many obligations to the teachers for their ready assistance to the trustees, and other inhabitants for their kindness and hospitality, and to the Department for favors received.

Yours respectfully,

EDWARD POSSON,

School Commissioner.

MEDINA, October 1, 1880.

OSWEGO COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In conformity with your directions, I submit the following report :

I have ever found the supervision of schools replete with arduous labor. In fact, the apportionment of school moneys, the making out of reports, the guidance of teachers' associations, the preparation for, and general oversight of institutes, the adjustment of district boundaries, the examination of teachers, public and private, and the visiting of schools, make up a work, the magnitude of which, in my judgment, is very much underestimated. Even the school commissioner at the close of the first year of supervision is puzzled in his efforts to make himself believe that he fully comprehended at the start the amount of work before him. The past year has been, I think, the most busy that I have ever spent in school supervision, not because there were additional duties to perform, but because the spirit of the times seemed to call for renewed and greater exertions. It seemed as though the time had come when there should be a general advance, or radical changes in our educational system.

In conjunction with my associate school commissioners, I have made a determined and steady effort to advance the standard of qualifications for teaching. That I have succeeded is apparent to me, in the most thorough and satisfactory work found in the school room.

With a large and prosperous State normal school in our midst, with an eminently successful seminary at Fulton, and with several academies and union schools conveniently located throughout the county, and all doing thorough and practical work, it would seem that the standard of qualifications must inevitably advance. But such is not necessarily the case. The State of New York may expend millions of dollars in educating her sons and daughters for the important work of teaching, and yet be defeated in the noble undertaking, by tolerating an imperfect supervision, that through fear, favor, or incapacity grants licenses to unworthy applicants. It is a stubborn fact, which educators should not overlook, that the trustee is from necessity a practical man, standing upon a financial basis. He wants to know the price, and as a rule, unless influenced by favor, is governed by it. It is absurd to suppose he will go back of the license and question the ability of its holder to teach the school. It is neither his duty, nor in his line of action. Thus it is easy to see how it may happen that a considerable majority of the schools may be taught by the lower grades, while those specially educated for the work are compelled to seek employment in other directions. Permit me to report that, I have labored earnestly and firmly to advance the standard of qualifications for teaching, to the end that those most competent for the work might be secured to teach our schools, and though much remains to be done, attended with difficulties, I am satisfied that it is their line of duty.

During the past year, I have made 186 official visits, or visited school twice in nearly all of the 96 districts. During those visits I have found much that is encouraging, and much that is not satisfactory. I have almost invariably found good work in the school room. I have not in a single instance found it necessary to annul a license, or advise the teachers to abandon the school, and after an experience of more than 25 years, during which I have been intimately connected with the public schools, I am satisfied that there has been commendable progress in the practice and methods of teaching. Especially is this true of the last 10 years. It is easily seen that the pupils make more rapid progress, and accomplish more thorough work. The State has, indeed, magnanimously done her part, but, in my judgment, the individual districts have failed to do their share of the work. As evidence, let the school-houses of the rural districts of the State, one and all, rise up in panoramic view. Turn them inside out, and look again. It would be couching a fact in too moderate terms, to say they are *poor*. As further evidence, let the record of attendance tell the mournful fact that the average attendance in the State

is but little more than one third of the school population. I do not like the spirit of the law, but bowing to necessity, I say let the "compulsory law" be so added thereto that its provisions will be effectually carried out. It is useless to undertake to fill a barrel by pouring water into the bung-hole when the head is out.

It seems to me that it would be a worthy achievement, far reaching in its effects, that proper steps be taken, to the end that shade trees may be growing upon every school house site throughout the State. It would be attended with scarcely any expense, and would be a very welcome advance. As a penalty for non-compliance, let the public money be withheld.

I have licensed 113 teachers during the year. I have pursued the usual course, holding written examinations at convenient places in the commissioner district, using a different set of questions at each place. In licensing teachers, I would very much prefer that second grade licenses should be good for second and third grade schools only.

I can see no sufficient reason why any part of the public moneys should be given to a district on account of those who should but do not attend school. As it now stands, the State offers a premium to those districts that will continue school only twenty-eight weeks. For it is well known that a greater average can be maintained for twenty-eight weeks than for a longer term. I would lengthen the school year to at least thirty-two weeks, and, after deducting quota money, apportion the balance according to the average attendance. Such a distribution would certainly stimulate attendance.

The State normal school at Oswego, is regarded with much favor. That it is accomplishing a great and needed good, is with us an admitted fact. As a rule, I have found the graduates from that school, who have taught in this district, doing excellent work. In this connection, permit me to express the opinion that the normal graduates should receive graded licenses, the grading based upon successful teaching. I think it will be found unwise to stimulate in the graduate, by the terms of the license, the belief that he is, without any experience save that obtained in the training department, prepared to teach successfully any public school in the State. It is my decided opinion that it is injustice to the graduate and the schools thus to ignore that very important factor in the successful teacher — *experience*.

The institute is conceded to be an indispensable element in our educational work. It is my opinion, based upon observation, that in no other way yet devised, can so much, and in so short a time, be accomplished for our schools. The institutes held during the year, conducted by Professors Johonnot and Kennedy, were well attended and eminently satisfactory.

The large union school at Fulton, under the principalship of Professor W. H. Coots, is still increasing its immense amount of work, and is a noticeable illustration of the fact that in union there is strength.

Fully Seminary, pleasantly located at Fulton, under the management of Rev. James Gilmour, assisted by a corps of competent teachers, is rapidly increasing its attendance, and will add much to the already powerful educational forces of Oswego county.

Yours truly,

W. B. HOWARD,

School Commissioner.

FULTON, December 11, 1880.

OSWEGO COUNTY — SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

'SIR.—In compliance with your request, I respectfully submit the following report:

This commissioner district is composed of seven towns and eighty-six school districts. We have one union free school (special act) at Phoenix, and several large and successful village schools.

In Parish school district they have called a special district meeting to consider whether or not they had better organize as a union free school. As another and further evidence of their zeal in the cause of education, I am happy to report that last year this district built a large school-house, of which they may be and are fully proud.

There have been three new school-houses built in this district since January 1, 1879. There is no doubt that a number more will be built in 1881. In one town (Schroeppel) there are eight brick school-houses, ranging in value from \$1,000 to \$8,000 at this time. One brick school-house in town of Hastings valued at \$5,000.

I am satisfied that the people of this district intend to, and very very soon will furnish good, comfortable and suitable buildings in which their children may all be educated.

I believe the teachers of this district as a rule (there are exceptions proving the rule) are earnest and honest workers, and are gradually and surely becoming skilled in their work.

The teachers furnished us by the normal schools (especially at Oswego), with few exceptions, bring us skilled work, and by their earnestness, devotion and skill have been of great assistance in helping us to better our methods of instruction.

Our teachers' institutes (held spring and fall), conducted principally by Professors Johonnot and Kennedy, have been very successful. And I mean by that, not only have we had a good attendance of teachers and patrons, etc., but also that institute work and its results can be seen in the schools of the county.

Too much credit can hardly be given our instructors for the permanent good they have left with us at each institute. I believe in normal schools and institutes.

We have the same confusion of "boundary lines" that exists over all the State. I think each district boundary should be surveyed or described, from correct and established title deeds, and filed with the town clerk of each town. I believe it could be done in most school districts with very little expense.

Our district libraries are, in my judgment, with a very few exceptions, an absolute failure. The districts receive each year a small amount of library money, which as a rule they use to pay teachers' wages. I believe it would be better if they could not so use money apportioned as library money.

One of our greatest obstacles in this county is the multiplicity of text-books, and the consequent number of classes. Something ought to be done to arrive at a uniformity of the books used in recitation, leaving others to be used as books of reference and comparison.

I believe it is my duty to again refer to our largest and best school, the union free school and academy at Phoenix. I have for years been acquainted with Professor B. G. Clapp, the principal of said school, who has done so much to make the school a success. He has had what many teachers do not have, the earnest support of the board of education, that is made up of gentlemen who are themselves not only educated and successful business men, but are willing and anxious that those who come after them should be the same. In my judgment, there is no better school in this part of the State. And in saying this, I say no more than is due to the teachers of the Phoenix school, the board of education and to the people of Phoenix who have made the school a grand success.

Although many things are not as they should be, I believe no sudden revolution can better the common school system, but that gradual improvement must remedy the evils so universally complained of. I think the progress made in this State, during the last five years, warrants the belief that the interests of the common school are dear to every thinking woman and man.

I conclude that the schools have the motive power in themselves to succeed. They *do* educate; education assists thought; thought improves the thinker. As the thinker improves, the schools receive the benefit.

I am, sir, your obedient servant,

H. D. NUTTING,
School Commissioner.

PARISH, *December 15, 1880.*

OSWEGO COUNTY — THIRD DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In response to your invitation and request, I submit the following report of the schools of the third district of Oswego county.

There are eight towns in this commissioner district with 110 school districts, 107 of which have school-houses in this county, and employ 130 teachers.

During the past year, I have visited every school district once, all but five twice, and some three times, making in all 235 visits.

These visitations are for the purpose of finding out the kind of work that is being done, its effects, its practical results and prominent defects; to judge of the ability of teachers to make *men* and *women* out of the little bundles of activities which they are directing—material sacred and plastic under proper influences; to counsel, assist and encourage trustees, teachers and pupils.

EXAMINATIONS.

My examinations were often referred to as funerals, and I can but admit that the *dead* were there sometimes buried from our sight, and that *mourners* were always in attendance. To officiate on such occasions and discharge the sacred obligations of the day, although a clearly defined duty, was an unpleasant one. In fact, the matter of refusing licenses was, at first, the hardest task it had ever been mine to perform. There seemed to be a general impression that "anybody" could teach a "backwood" school, and that "anybody" who had once been licensed was licensed for life. The result of this was that an incompetent person would go into a "backwood" school for the first term, and then take a more advanced one for the second, knowing that they were "inside the gates," and not believing that there was "backbone" enough in man to prevent them from "keeping" it. I hold that the backwood school is caused by the backwood teacher. Hence it becomes my plain duty to remove the cause and allow the school to come up to its normal condition.

Subsequent to my first series of examinations in the spring of 1879, nearly every one who had failed, or the trustee who had hired such a one, had some friend, generally of political influence, either visit or write me, asking that I reconsider my action and certify that the person who had failed was competent to teach. Having held written examinations and retained the work of all applicants, I could show the visitor or writer *why* I had refused said applicant a license, and why I could *not* change my decision. I think public opinion has changed wonderfully on this subject, for at my last

series of examinations, 50 were refused licenses, and I received but one "visit" and that was not a *pressing* one. It was not my design to make the examinations exhaustive, but to establish a minimum limit of knowledge of subjects to be taught and methods of teaching, below which no one should be allowed to assume the responsibility of teacher.

Last year 360 asked for licenses, were examined, and 178 failed to "pass" and *were refused licenses*. This year they come much better prepared, and but 267 were examined, two-thirds of whom passed. I have given, during the past two years, 5 first grades; during the past year, 45 second grades, and 130 third grades, 58 of which are now in effect. Total number of licenses given by me that will not expire until after March 1, 1881, 108.

But, you ask, "what is the result of all this?" First. I have a clear conscience. Second. I have a corps of live, enthusiastic, progressive teachers, who are studying professional works, reading professional papers and doing excellent work. Third. With 319 less children than in 1879, the average daily attendance has increased 81,537. Had the 319 remained in my district, and the same proportion of those attended as of those who were here, there would have been a gain of 218,647. This is equivalent to a gain of two in the average daily attendance of every school district under my supervision. Or to put it in another form: In the year ending September 30, 1879, 39 out of every 100 pupils of school age attended school 28 weeks or more. In the year ending September 30, 1880, 43 out of every 100 attended for the same length of time. I attribute this increase in attendance to the fact that the teachers have so improved the public schools that private schools cannot live in their midst, and that in the "backwood" schools the live teacher awakens an interest, and the pupils not only attend more regularly, but the enthusiasm spreads, and others come in. Fourth. There is a third larger attendance at the high schools and academies in 1880 than in 1879. Fifth. Much more work and much better work has been done in 1880 than in 1879. This will admit of measurement no more than the influence and inspiration of a cultured person in a school or in a community.

One suggestion under this head. Would it not be a decided improvement to hold uniform examinations throughout the State on the same plan as you now hold examinations for State licenses? At present a third grade in some districts means more than first grade in others. This ought not to be.

INSTITUTES.

The institute has become an important factor in the educational problem of the State, and cannot be eliminated without seriously affecting the result. The State pays out no money from which it gets greater returns than from that which it gives to the support of the institute.

The institute held in Parish, in Commissioner H. D. Nutting's

district, commencing May 5, 1880, and conducted by Profs. James Johonnot and John Kennedy, added largely to the effective teaching force of this county. I can pay those men no higher compliment than to state that I found on visiting the schools that their thoughts, suggestions and work were being intelligently and advantageously put into the schools.

The institute held in Mexico, in this district, October 4, 1880, and conducted by the same Johonnot and Kennedy, with equally good success, was attended by that firm, unyielding number, "308."

The people of Mexico opened their houses and their hearts and bade us welcome. A number of citizens attended the day sessions, and evenings the large hall was filled to overflowing.

Prof. William Wells, of Union College, delivered the Friday evening lecture; subject, "The Evils of our Social Culture." The professor was in his happiest mood, and his lecture was a fitting finale for our excellent institute.

HIGH SCHOOL AND ACADEMIES.

Prof. J. Edmund Massee, of Sandy Creek high school, and Prof. E. M. Wheeler, of Pulaski academy, each organized a teachers' class last term. The students were instructed in the philosophy and methods of teaching. These principals expect no pay for their extra work, and deserve much praise. Prof. J. M. Giffon is doing excellent work in the Mexico academy, of which he is principal. In those three schools my teachers are made.

TAXATION.

The proposition is now generally admitted that the property of the State should educate the youth of the State. A necessary corollary to the above proposition is, that every taxable dollar of the State should bear its just proportion of the burden.

The present district organization does not aid in promoting this equality. For example: In the town of Boylston, of this district, No. 9 receives \$152 from the State, while the adjoining district No. 8 receives but \$82. Other things being equal, No. 8 must raise by tax \$70, before her children can have as good educational advantages as those in No. 9 can have without raising a dollar. This is not an isolated or exceptional example. The inequality exists in every town in the State.

To remedy this unjust state of affairs, I would suggest, First. That the State tax be made large enough to nearly or quite pay teachers' wages. Second. That the money for teachers' wages be divided into two equal parts, instead of into two unequal parts of one-third and two-thirds each, as it now is divided. These two alterations would make the "district quota" about \$75. This would help the weaker districts very much.

Another reason for making the State levy larger is this: there will be a certain amount of money used for the payment of teachers' wages. That which is not raised by general tax must be raised by local tax. Hence no real saving, except to soulless and childless

corporations and individuals, can be made by reducing the State levies and increasing local taxation on the poorest rural districts to work up the deficiency. These districts send their produce over the railroads, thereby contributing to their support. Ought not the railroads in their turn help support the schools of these districts? Again, the buildings, even the school-houses of these districts, have paid their insurance policy to some company, whose main office or point of taxation is in some far away city. Ought not these companies to contribute toward the expenses of educating the children of these districts? Have they not less risk to take in a district where a good school is maintained than in one where there is no school or only a poor one? Third. Make the town the unit of taxation for teachers' wages instead of the district. Then the district tax will be only for wood, repairs and building. I think this would be an opening wedge to the more complete township system, a system which I believe to be a good one, but which would at present cause too much friction to be successful. I believe these three changes would do much towards equalizing taxation for school purposes.

Full equity, however, will not and cannot be established until every dollar of taxable property in the United States bears its joint proportion of the expense of educating every person of school age in the United States, until we have an active, aggressive, national department of education.

I cannot close without thanking the noble hearted teachers for the ready, effective support they have given me in all my work, and the people who have bade me welcome to their homes in every part of my district; and to my fellow-commissioners, Nutting and Howard of the second and first districts, whose counsel and courtesies I have often asked and always received; and to the Department I shall ever be indebted for the innumerable kindnesses received therefrom, and for the prompt, ready answers to all my queries.

Yours very truly,

JAY E. MCGUIRE,

School Commissioner

BOYLSTON, December 12, 1880.

OSWEGO COUNTY — OSWEGO CITY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In compliance with the directions contained in your circular, I have the honor to report that the public schools of this city consist of thirteen grades, requiring one year for the completion of the subjects taught in each. These grades are designated C, B and A, primary; C, B and A, junior; C, B and A, senior; D, C, B and A, high school.

In the C primary class, reading is taught by phonic and word methods combined, and the primer and first reader are completed. In number, addition and subtraction are taught with objects, no number greater than ten being used. Printing is taught in connection with reading, and simple lessons are given in drawing, place, human body, size, color, form, objects, mammals and birds.

The B and A primary classes complete the second and third readers, primary speller, and all the tables in addition, subtraction, multiplication and division, not using numbers that exceed one hundred. They also have drawing on slates, lessons in place, including city and county maps, and writing on slates both small and capital letters.

In the three junior classes, the fourth reader, elementary arithmetic and elementary geography are completed. Practical arithmetic and graded speller are commenced, and Nos. 1, 2 and 3 Spencerian copy books, and Krüsi's synthetic drawing books Nos. 2, 3 and 4 are completed. Vocal music is taught in all the primary and junior grades.

In the three senior and D high school classes, the fifth reader, practical arithmetic, comprehensive geography, English grammar, speller, physiology, etymology, United States history, Nos. 4, 4½ and 5 Spencerian copy books, and Nos. 5, 6 and 7 Krüsi's analytic drawing books are completed.

In C, B and A high school classes, the following subjects constitute the full course: Algebra, natural history, civil government, physical geography, geometry, outlines of history, geology, rhetoric, natural philosophy, English literature, chemistry and astronomy, with impromptu composition and rhetorical exercises weekly, and Latin, Greek and drawing discretionary. The principal, in his discretion, may allow a pupil to substitute for any one of the studies in these classes, either Latin, Greek or any other subject that is as difficult as the one for which the substitution is made, except for arithmetic, geography and grammar.

The annual examinations for promotion or graduation are now in progress in all the grades. In the primary school, these examinations, except in number and spelling in the B and A classes, have been conducted orally by the visiting committee. The committee are now examining the writing and drawing, and have conducted oral examinations in reading in the junior and senior grades. The written examinations in the B and A primary classes in spelling and number, and in the junior, senior and high school classes in the subjects not before named, are not yet completed.

The results of the oral examinations, in the judgment of the committee, have been more satisfactory than the corresponding examinations of last year; and still we believe that we ought to and can attain a higher degree of excellence, especially in reading and writing. Important modifications in teaching these subjects have already been

recommended to the board of education, which, if adopted, will, I hope, produce beneficial results. I remain,

Respectfully yours,

VIRGIL C. DOUGLASS,

Secretary Board of Education.

OSWEGO, January 21, 1881.

OTSEGO COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In accordance with your request, I herewith transmit my annual report for the first district of Otsego county.

Our schools in this county are improving slowly. There is a waking up on the part of the people in regard to building new school-houses. The old houses are being repaired and the most of them are putting in patent seats. When new houses are built, the people, in every instance, have either purchased a new site, or added to the old one.

Our teachers' institute, held at Cooperstown, in September, was one of the best institutes I ever attended. The teachers were wide awake, and all seemed earnest and willing to do a better work in the school-room than they had ever done before. Our instructors, Professors Kennedy and Pooler, accomplished their work to the perfect satisfaction of all concerned.

There is a class of teachers who have had a certificate since the school system was first inaugurated that think you should still license them. They will not attend a teachers' institute or association (I wish there was some power compelling them to attend), and are just where they were twenty years ago. But we will hope for better days. If we can so train the younger teachers who will soon take their places, that they will be first-class, we have accomplished a good work. I cannot accomplish the half of what I would be pleased to do, as my district is too large.

I have 150 school-houses, with 170 teachers constantly employed, scattered over a large territory, and it is an impossibility for me to even visit them twice a year.

I have licensed nearly 300 teachers and refused 190. So you perceive the office of school commissioner of the first district in Otsego county is not wholly a sinecure.

We have added one to our union schools in this district the past year. It is located in the village of Schenevus, under A. G. Kilmer, and is in a flourishing condition. The school in Cooperstown, under J. G. Wight, was never in a better condition than it is at this time. I have now an application to consolidate three small

districts, and form *one* good one. So you see the good work goes slowly on. As soon as we can educate the public up to a proper standard, then and not till then will our public schools be all we wish.

Yours truly,

A. G. TUTHILL,
School Commissioner.

WESTFORD, *December 5, 1880.*

OTSEGO COUNTY — SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — Following your directions, I submit the following report :

I have made about 200 visits to schools in my district. I endeavored to make these visits long enough to become acquainted with the schools. The short calls I did not count. I have been pleased with the marked improvement in the system of teaching. The old *book-rule* work is being gradually dropped, and a common sense method put in its place. Much opposition is manifested in some localities to any thing new ; even orders are given that the old way must be followed. I have advised the teachers to go on, keeping within the bounds of the law, and work out the way and prove to the people that our methods are right. A greater part of the teachers are doing hard work for themselves and good work for the schools. The great trouble here is to get teachers enough who are qualified. The wages are so low that much of the best talent is driven out.

I am obliged to license many whom I believe I should not, in order to keep the schools supplied. Trustees of small districts will not look to the value of the work, but to the amount of tax to be raised. They wait until all the teachers are engaged, and then send to me to supply the deficiency.

I have raised the standard of qualification so much above what it was formerly been that there is often a lack of licensed teachers. The result of this has been to advance the wages a little. The earliest, working teachers give me their hearty approval and support. Knowing, as they did, that the price was lower than in any other calling, they are now using every effort not only to prove their value as teachers, but to hold a just recompense for their labor. The *would-be* teachers, or rather school-keepers, and their many friends are opposing me in all the ways possible. They strive to save a few cents tax by making a cheap school, taught by a cheap teacher, who instructs in a *cheap* way.

It is impossible for me to visit all the schools twice a year. I think much more improvement could be made in the working of the schools, if we had a less number to visit. I have used all my time, however, and have done the best I could.

It has been the custom, in this and adjoining counties, for the commissioners to go to each town and spend one day, spring and fall, examining teachers. I tried this one year and came to the conclusion that it failed to reach the needed object. In the one day examination there was no time to ask or to answer a question. Many would be there whom we could not persuade to attend an institute. There was need of instruction in the methods and art of teaching. I think no one has a right to be commissioner until he can teach the teachers. To carry out this idea, I issued circulars stating that there would be but two drills for the examination of teachers, and these would continue three days. I also stated in the circular that instruction would be given in each branch before the examination. I asked the teachers in the graded schools and those of much experience to aid me. At the session held at Edmeston last spring there were 60 present, and at Otego there were 125. The advanced teachers responded promptly, and we had pleasant and profitable meetings. There was much grumbling before, but after the sessions I did not hear one teacher find any fault.

I am not fully satisfied, by any means, with the results of my work. I can manage the teachers, if the people will pay them sufficient wages to allow them to attend institutes and other classes. I can see no other way to obtain the required work, under the present laws, but to create a public opinion in their favor—a slow work.

It seems to me that it would be for the good of all concerned if the questions for teachers' examinations came from the Department at Albany. If the questions were uniform and a certain per cent. required, the present political and personal influence would lose its force in the pressure for favoritism. The Superintendent is removed, and wisely too, from any direct effect of the prejudice and ignorance of the people. A commissioner is often crippled in his work by the enmity created from a refusal to license applicants for certificates.

Concerning the school-houses and grounds, I cannot make a favorable report. There have been eight new school-houses built, during the past year, and about twenty repaired; but it has, in most cases, been a matter of driving. There are some good buildings in pleasant situations, with agreeable surroundings; but there are many dungeon-like buildings, with poor ventilation, uncomfortable seats, no attractions about buildings or grounds. Many districts have no site except the ground upon which the house stands. Thus they have no conveniences for outbuildings or play grounds. I have tried to persuade the districts to buy land and improve the condition of things, but, with few exceptions, to no purpose.

There should be changes in the control of sites and school-buildings. Either the commissioner should have more power, or such property should be under the control of a town board, which might make provision for all the districts in the township.

In regard to district boundaries, I am in doubt how to proceed. In none of the towns can I find a record of the boundaries of any district, unless it be some recent order. I am well aware that the

law directs a commissioner to correct the boundaries, and see that the records are right. But if I were to do that, all the other duties must be neglected. It would take up the time of two years or more. Although the boundaries are not as they should be, I make but few changes. It is difficult to make them better without a general rearrangement.

When I began the work of supervising the schools, I found that the teachers were not able to attain the desired standard of education. Believing the teacher must thoroughly understand the subject taught, and that earnest study not only collects facts, but deepens and makes broader the power of thinking, I determined to take measures for the education of the teachers. After agitating the matter, and consulting with the advanced teachers, we organized an association for the self-education of its members. The following is the constitution as adopted:

Preamble. We, the teachers of the second assembly district of Otsego county, in order to more thoroughly qualify ourselves in our work as teachers, and to secure a more hearty co-operation, do establish the following constitution:

ARTICLE I.

NAME.

SECTION 1. This organization shall be known as The Teachers' Normal Institute.

ARTICLE II.

OFFICERS.

SECTION 1. The officers of this institution shall be, first, a president; second, two vice-presidents; secretary and treasurer; and an executive committee of seven members, including the officers.

§ 2. It shall be the duty of the president to preside at all meetings and to perform all the duties naturally devolving upon a presiding officer.

§ 3. One of the vice-presidents shall act in the absence of the president.

§ 4. The secretary shall attend to all the duties naturally connected with the office.

§ 5. The treasurer shall hold all moneys, and pay them over upon the order of the president or secretary.

§ 6. It shall be the duty of the executive committee to prepare a course of study, to be submitted to the members of the institute.

ARTICLE III.

MEMBERS.

SECTION 1. It shall be the duty of each member to spend a certain amount of time in the study of such branches as are necessary to his success as a teacher, from the plan laid out by the executive committee.

§ 2. Each member shall report his or her progress each month to the secretary.

§ 3. Persons wishing to become members of the institute can do so by sending their names to the secretary, accompanied by the initiation fee of fifty cents.

§ 4. Examination of members shall be arranged by the executive committee by mailing to said members at least three times a year a list of questions, answers to which shall be carefully written out and sent to the secretary, accompanied by a declaration of honor that they have performed the work unaided.

§ 5. A meeting of this organization shall be held once each year, the time to be specified by the executive committee. At this meeting officers will be elected, and all business naturally connected with the institute will be transacted.

It has been in working order since last April, and we can already see that much benefit has been obtained. There are now about 160 members, and those who have worked out the matter given, have little trouble in passing an examination. We are now working upon the common studies, and those in which they are required to pass an examination for licenses to teach. We shall soon take some more advanced subjects. The executive committee lays out the work for each month, which is sent to the members by circular. We hope and believe it will result in much good to all connected with it and at the same time give us better teachers.

Circular for June, 1880:

OFFICE OF THE SECRETARY OF THE TEACHERS' NORMAL
INSTITUTE, OTEGO, OTSEGO COUNTY, N. Y., }
May 25, 1880. }

OBJECT: THE PROMOTION OF SELF-CULTURE.

Prof. N. N. Bull, president; Comr. A. G. Miller, 1st vice-president; P. P. Bentley, 2d vice-president; Will H. Putnam, secretary; W. D. Buckley, treasurer; M. Eliza Sweet, Ida J. Coe, executive committee.

At a meeting of the officers, the following course of study was arranged for the coming month:

Arithmetic: to compound numbers.

Grammar: the noun (classes, declension, properties, etc.); adjectives (kinds, comparison, etc.)

Geography: New York (counties reviewed).

History: American history to the year 1607, with the colonial history of Virginia.

Civil government: State officers (election, salaries and duties).

Physiology: classification of the bones of the skeleton.

I send this course to all, whether I have received any report or not, as last month's work in geography was, perhaps, rather more than should have been prescribed for a single month.

I am, very sincerely yours,
WILL H. PUTNAM.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

The teachers' association of this district is alive and doing good work. The meetings are held semi-annually, and the last three sessions have been largely attended, and the time all taken up with papers and discussions upon practical subjects.

I am of the opinion that public sentiment is growing in favor of the institutes. Those of 1879-80 have been more largely attended, and more interest has been manifested by the teachers. We need more of such work for our teachers. If we could have a county normal institute of six or eight weeks during the summer vacation, we might have better methods and systems of teaching.

Throughout the district, I believe there is a healthful progress. There is more enthusiasm, more work done by the teachers, and better work in the schools. The results of this are seen in the annual abstract. While there was a less number of those, residing in the districts, who attended school in the last school year by 98, than there was in the previous year, there was an increase in the average attendance of 136. This is an argument in favor of good schools; but besides that, it proves that we are doing work.

We cannot claim that our school system is as good as it might be. There are many plans proposed to improve it, all of which have good features. The township plan has many things in its favor, by my opinion at present is this:

Give the State Superintendent the appointment of committees for the examination of teachers, the questions forwarded from the Department; give the commissioners more power over the trustees and the sites and school buildings; pay them salary enough, so that they may fit themselves as instructors of the teachers; require of them a high standard of qualification; and demand a more thorough work from all the officers. If this were done, there would, at least, be a movement toward perfection.

With many thanks for your advice and aid,

I am, your obedient servant.

A. G. MILLER,

School Commissioner.

LAURENS, November 20, 1880.

PUTNAM COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In compliance with your circular of July 20, the following report is respectfully submitted:

During the past year, I have made 117 visits, having visited 61 schools.

In 15 of them they have first-class teachers the whole year, and generally keep the same ones for years; in 23, they are doing good work; in 15 fair; but in 8 the inhabitants take little interest, many of them being unable to read and write; and although the teachers have generally been such as would have done fair work had they had any encouragement, the schools have not been what they should be, even though they are among the wood-choppers and coal-burners of the mountains. The trouble with the schools in this county is not so much with the teachers, although some of them might be greatly improved, as with the trustees and people. None of the schools have any thing like the amount of apparatus, maps, charts, etc., they should have; and with few exceptions they have none whatever, except a blackboard, and in some not even that.

There are but few teachers in the county who would not do better work with a slate and pencil, or paper and pencil, in the hands of every pupil, and a proper amount of apparatus, maps, charts and blackboard, in the school room, with no books except readers, than they can as now situated. The people generally want too much of the book, and have not learned to appreciate any other appliances, as though that was the end and not a means.

I do not wish to be understood as favoring entirely or even mainly, oral instruction; but I would use enough of this, combined with other methods, in such a manner as to bring the subject within reach of the pupil's understanding, that he may after he leaves school be able to use what he has learned, and add thereto.

A teacher can, by the use of a little inventive genius and exertion, supply many of these deficiencies, and influence the trustee to furnish at least a blackboard; but in many schools the teachers are employed for only 14 or 16 weeks, at the lowest possible price, and do not enter into this work as they should, or as they would if employed for the year.

I am trying to awaken an interest in both teacher and people, in the hope that in the future the schools may be well supplied with such appliances as are most needed. To this end, I placed in every school-house, last year, a map of this county, a copy of which is in your office; and herewith I send you copies of 5 charts, prepared the present year, for each district. Others will follow until they have all that can well be supplied in this form, and this without expense to them.

During the year, I have given 6 first, 24 second and 20 third grade certificates.

Ninety-seven different persons were employed as teachers during some portion of the past year. Of this number, 7 held State certificates, 12 were graduates of the State normal school at Albany, 24 held first, 34 second, 20 third grade certificates.

Of those who held first grade certificates, 3 were college graduates, 1 a graduate of the State normal school of Massachusetts, one had

attended the normal school at Cortland, N. Y., for two years; 9 the normal school at Albany for from 2 to 3 terms.

With only two exceptions they have all taught three years or upward, under my supervision, and those two have taught much longer in other counties; the whole number of terms taught by these 24 teachers being 436, or an average of 18. None of those holding second grade certificates have been teaching less than one year, and many of them have been teaching in this county from the time of my first election, five years ago. Most of those holding third grade certificates are young teachers who have been teaching but a short time, nearly all of whom were educated in the schools of this county, and have been examined by me, from time to time, for years past.

From this it will be seen that but little special examination has been necessary; the third grades having been, to a great extent, to young persons educated under my own eye; the second and first grades from actual results in the school room.

I am, however, of the opinion that there should be, in each commissioner district, an examining board to consist of three members, one of whom shall be the commissioner, the other two to receive their appointment from the Superintendent of Public Instruction, each of whom shall possess the qualifications hereinafter specified as necessary to make them eligible to hold the office of commissioner; that they shall meet at convenient places at least four times in each year to hold examinations, and be empowered to issue certificates of the same grades as now issued by commissioners; that no commissioner shall alone have power to issue a certificate above the second grade, and that not to exceed six months, and that he shall not issue a second certificate to the same person.

The institute has done good work in this county. Our people are favorable to it, and becoming more so every year.

Since I have been in office, two institutes have been held at Brewsters, two at Cold Spring, one at Carmel; thus giving a greater portion of the people an opportunity to attend and learn their workings.

So long as we hold institutes, teachers should be obliged to attend them, or have such an excuse as would excuse them from teaching during the time. Any person teaching in the county at the time of holding an institute who did not attend and did not render a valid excuse to the commissioner, should not be considered a qualified teacher until the holding of an institute at which he did attend.

As many of our teachers receive less than \$2 per day, and the expenses of attending an institute will average fully that amount, and many of the teachers being unable to sustain any extra expense, the allowance by the district should in no case be less than that amount for each day of attendance.

Before the distribution of the public money the amount paid to teachers during their attendance at the institute should be deducted

from the pupil and average attendance money and credited to the districts paying the same.

In regard to normal schools, we have had but few teachers from any except the one at Albany. From this there are usually from 10 to 12 graduates and about the same number who have attended there for a longer or shorter period, teaching in this county, nearly all of whom have been excellent teachers, and highly appreciated by the people, and therefore the people in general approve of normal schools.

In my judgment, they are doing an excellent work, but not just what was expected of them. They were designed entirely for the education of persons desiring to become teachers, whereas fully one-third of those who have attended from this county have taught only from one to three terms after leaving, and some not at all. This is owing in part to the fact that they receive many who would never make good teachers, and when they leave they are either unable to obtain situations, or do not retain them long. A few of those who do not teach would make the very best of teachers, but find more remunerative employment. I do not know as this can be remedied, and even if it cannot, I am in favor of their continuance, as we get many more good teachers than we would without them.

So long as our district system remains as it is, I see nothing in the method of distributing the school fund that I would change except to require districts to maintain a school at least 32 weeks (better 36) and divide, in proportion to aggregate attendance, that portion now divided in proportion to average attendance, thereby encouraging longer terms of school.

The boundaries of but few of the districts are on record, and they are mostly very indefinite; but I have had very little trouble in this respect. It would, however, be much better were they definitely defined and on record.

In some instances large and small districts adjoin, both sustaining the same grade of school. In the larger districts some of the inhabitants live much nearer the school-house in the small district than their own, and would be glad to be set into it; but as the consent of the trustees of the larger district can rarely be obtained, they usually remain, thereby injuring both schools.

The principal local difficulties have arisen in districts where there was only one trustee and districts containing real estate owned by persons living in an adjoining district.

In some districts the people complain if a sole trustee employs a teacher for a term extending beyond the expiration of his term of office, and in others if he does not. As a result many of our schools are vacant during September and October, two of the best months for school.

Trustees should be elected in July, and property assessed in the district where it lies.

There are instances in this county where persons living in one district own nearly all the real estate in an adjoining one.

As to school law, we need less of it and more to the point, so all can understand it, and thereby have all local difficulties settled at home, giving the State Department less annoyance and more time to devote to the general interests of education.

As in the past, I favor a township system, with a board of education in each town, that shall attend to all duties now devolving upon trustees.

Finally, in regard to school supervision we need more of it, and more thoroughly done, instead of less.

The commissioner system is the best we have ever had; but as it now is, it is far from what we need. It is an elective office, and thrown into politics. This is all very well, if any qualifications were required, but unfortunately there are not. I know that most of the commissioners are men of experience and culture, an honor to those who elected them, and in every respect well calculated to advance the educational interests of the State; but on the other hand, I have known some who were, in no respect, qualified to receive even a third grade certificate, much less to be commissioners in districts in which are to be found some of the best teachers in the State. This has had more to do with creating opposition to the office than all else combined.

No person should be eligible to the office, who is not either a graduate of some good college, one of the normal schools of this State, or holds a State certificate, obtained by actual examination, and not by the recommendation of a school commissioner; and in addition thereto to have had at least three years' successful experience as a teacher in some good school, not in some third-rate school in a back country district; and if it were possible to add, nor unless his whole energy was directed toward the advancement of the cause of general education. He should be able to give in a clear, concise manner, just such instruction as teachers need. In other words, be fitted for a first-class institute instructor.

It is a fact, that almost every live school commissioner in this State is engaged in some outside business, and does not use his whole time for the benefit of the schools. This should not be. There is not a commissioner district in this State so small, that a good, thorough, well qualified commissioner could not use not only five, but six days every week, for ten months in the year, and then not have half the time to do all he could see to do, or felt ought to be done, for the schools.

I know I will be met from all sources, with the answer that persons with the requisite qualifications who will do this, cannot be obtained for \$1,000 per year. Admit the fact, but nevertheless such should fill the positions, and if need be advance the salary. The salary of a school commissioner should not be less than \$1,500 in any district in this State. It would be better still to

have such as could not be had for less than \$1,800 or \$2,000, and elect such as can and will earn it.

The law should say to every commissioner, that if he has other business, it must not in the least be allowed to interfere with his official duties, and that he must in each year use at least eight months' full time, six days in the week, with the schools, so arranging his work that each section shall receive its due proportion. At the beginning of the year he should look over the whole field of his labors and arrange his general program for the year, to be strictly followed unless when some special and unforeseen duty interferes. At least two weeks before visiting the schools of a town he should send to each teacher a notice, naming the day he will begin his visits in that town and the time he will remain; naming also the day on which he will visit each school, and requesting them to notify the patrons. He should also set apart two evenings and the Saturdays in each week, to meet the teachers at places named, giving a general program of exercises, and requesting the attendance of all the teachers. This would form a thorough teachers' association in each town.

In addition thereto, he should form a commissioner district association, or, together with other commissioners of the county, a county association, and have it meet once in three months, two days at each session, Friday and Saturday. The Fridays on which teachers attend to be allowed them, the same as time spent at an institute. One year of such supervision would do more to advance our schools than ten of the present, or twenty of any of our previous methods. It would so awaken the teachers and people that even those who are now opposed to commissioners, would say it was not only the best, but really the cheapest.

Respectfully yours,

THOMAS H. REED,

School Commissioner.

BREWSTERS, *October 30, 1880.*

QUEENS COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In accordance with your request, and in addition to the financial and statistical reports already forwarded to you, I herewith submit the following report of the public schools of the first commissioner district of Queens county:

Number of school districts.....	40
Number of teachers employed... ..	106
Number of children 5 to 21 years of age.....	11,258
Number of children attending school.....	6,706
Average daily attendance.....	3532.080
Per cent. of attendance to number registered....	52
Total expenses for year.....	\$73,765 48
Expense per pupil registered.....	10 99
Paid for teachers' wages.....	49,075 71
Average " ".....	462 97
Public money received.....	20,513 98
Raised by tax.....	51,010 78
Assessed valuation of property.....	11,159,389 00
Average tax on \$100.....	.48
Total value of school-houses and sites.....	191,775 00
Average " " " " " ".....	4,794 00

WORK DONE.

During the year, I have given my whole time to the duties of the office — have not practiced any profession, nor engaged in any business.

Except for the past three months—a portion of which time my health would not permit—I have spent an average of more than six hours per day for five days in the week, and have set apart Saturday as a day on which trustees and teachers can find me at home.

Besides attending to the clerical duties of the office, I have visited each school from once to seven times—have assisted in arranging courses of study—drawn maps of districts for trustees—acted as president of the Queens county teachers' association, chairman of committee on educational exhibit at the county fair, and a member of the State committee on educational revival in improved methods in teaching. I have attended examinations, teachers' institutes and State associations, and by reading and otherwise have tried to keep well informed in methods, in mental, moral and physical discipline. I have also, for a few days, supplied the place of teachers who have been sick, or called away from school.

I find that the office of school commissioner demands quite as much time, thought and energy as does the principalship of a graded school. Yet there are plenty of persons, like a commissioner I once knew, who was a *lawyer* and a *business man* besides, and when attending to the duties of his office, sometimes *visited six* schools in *one day*.

Some of them have already nominated themselves—a year in advance—and are so persistent in their determination to "serve their country," that although I was elected by twelve hundred more than the party vote, I shrink from the contest, and very likely, whether

unwilling or willing, shall step aside, and with scores of others who have taught for a decade of years receive "counsel and advice" from a politician who never taught a day.

A school commissioner should be compelled to devote his whole time to the office; and even then he would be unable to properly attend to all its duties.

SCHOOL-HOUSES.

Our school-houses are generally good and well kept, as are also the school grounds; many of which are provided with shade trees and shrubbery.

Most school rooms are supplied with good furniture, and a fair quantity of apparatus; and some of them are ornamented with pictures and house plants, but in nearly all the ventilation is positively bad — or rather there is none at all — and during the winter months the bad air must permanently injure the health of both pupils and teachers. Stoves and furnaces should have a much greater heating capacity, and to avoid draughts the fresh air should be admitted underneath the stove — where stoves are used. Seven districts do not own sites, but two of those will purchase lots and build new houses during the coming year.

TEACHERS.

Most teachers are doing good work, some of them excellent work; and nearly all of them realize that perfection has not as yet been attained by any one, and evince an earnest desire to improve by soliciting advice and examining new methods, and four-fifths of them take and read teachers' journals; but there are a few who have not awakened to the fact that true teaching requires unceasing investigation and progress on the part of the teacher, as well as that of the pupil. In their cases there is hope, for they are mostly young, and can be made to realize that they are *not yet established in the business*. Most teachers of experience manifest a growing interest in this work, and are determined to *keep to the front*; but a very few of those who "have been long in the way," have ceased to advance or grow, in fact, have "ripened;" and it will be a blessing to their poor pupils when they shall have been "gathered in," or at least *removed from the field*. They teach, as they were taught twenty years ago, words before ideas; rules and definitions first, principles afterward, if ever. Without investigation they denounce all "new departures" in theory or practice. They hold that the highest excellence in teaching is *good order*, and treat the mind as if it were a sort of garret, intended chiefly for the storing away of ancient relics or dry facts, which *may* but which probably will *not* be of use in after life; or as a store-house, the main apartment of which is memory, and the teacher's duty being to assist in piling into it a heterogeneous collection of unmerchable wares; or as an undeveloped tree, with the

teacher's duty to be to *develop* it into a "thing of beauty and a joy forever," by *artificially attaching thereto* the *products* of other climes, or the *golden fruits* of other minds, instead of being what the mind really is, a *priceless germ*, planted in the fertile soil by the hand of the Immortal; a thing which, with a *true* teacher to stir the ground, to watch and guard the tender plant, to prune it a little here, and give a new direction to it there, will continue to expand, with a systematic growth, after the care of the teacher is withdrawn, being "fed from within with all the strength it needs," and in due time it will bear fruit—immortal fruit.

PUPILS.

Many pupils seem to be unable to express what they know of their school work, or of familiar things. It may be attributable to a lack of confidence, to a want of thorough teaching, or to bashfulness, considerably to the latter no doubt, for they are more frank as they become better acquainted with me, but I believe in teaching so thoroughly that when pupils know anything they *know* that they know it.

A law should be enacted giving teachers some control over the conduct of pupils going to and from school; and for unreasonable punishment teachers should be tried before the county court for "cruelty to children" instead of for "*assault and battery*" before a local court with no power to waive an examination as it is now.

Few teachers will run the risk of being "arrested" and smirched for personal spite or prejudice, and generally without power to expel, even in extreme cases, the teacher's authority is impaired and a spirit of lawlessness is engendered.

LICENSES.

Within the year, I have granted 11 first, 20 second, and 45 third grade licenses. Thirty-six of them were renewals. I also annulled one license for intemperance and dishonesty.

The plan is to give a written examination, requiring for a third grade license, a good knowledge of the common English branches, and some knowledge of methods in teaching; for a second grade, two years' experience, a thorough knowledge of common English branches, and good knowledge of methods; and for a first grade, four years' successful experience, a thorough knowledge of common and higher English branches and of methods.

There is no uniformity throughout the State in the grading of licenses; some commissioners require a rigid examination, others grant licenses to please friends or to show an appreciation of a pretty ace—one in Central N. Y. gave a half dozen blanks to a friend to fill out *for whom he pleased*.

All licenses should be granted, upon examination, by the Department of Public Instruction.

TRUSTEES.

Trustees, as a rule, are superior men and endeavor to secure good teachers, and will not accept the first applicant nor the lowest bidder.

Fifteen inexperienced teachers have been employed, but five of them have had the advantages of normal training.

Trustees almost everywhere make a great mistake by putting cheap inexperienced teachers in charge of classes of the *smallest* children, just the ones who above all others should have the *best* teachers, teachers who by study and experience have become familiar with child nature, and can so apply the principles of moral and mental culture as to induce such a love for study and for books, as shall be a lasting influence for good, while in the hands of a careless or incompetent teacher the same pupils might become eventually dwarfed, and acquire a permanent dislike for school and every thing pertaining to it. I really believe that the lives of many persons have been shaped toward success or ruin by the influence of proper or improper treatment during their first year at school.

If inefficient teachers must be employed, let them be put in charge of larger pupils who, having been *started* right, might be able to *pull through in spite of poor teaching*. The trustees of our best schools are looking into this matter and are coming to rational conclusions which result in a "change" both in ability and remuneration of primary teachers.

Several trustees have desired me to fill vacancies by a competitive examination of applicants, in which cases I give due credit for experience and for knowledge of methods. I think it a good plan, as it prevents personal or political favoritism.

The average time of school in each district is forty-one weeks.

The salary for male teachers in most districts is from \$800 to \$1,200, and for females from \$400 to \$600.

Trustees paying the above salaries can demand, obtain and retain good teachers, and seldom hear complaints from patrons about the condition of the school or the wages paid, but in a few districts the number of children and the rate of taxation may be a proper excuse for having a cheap school.

TAXATION.

The average rate of taxation is forty-eight cents on \$100, but in the several districts it varies from twelve to eighty-seven cents.

The village districts pay the highest rates, and yet feel obliged to economize, as they think, by employing cheap teachers for the primary classes, while country schools, as a rule, in my district, pay liberal salaries, and their tax is merely nominal. Such inequalities are evidently unjust.

The State tax should be raised to two and one-half mills, and all further school expenses paid by a *town tax*, and teachers should be employed by a board consisting of one trustee from each district in

e town. That would do away with the endless troubles about strict boundaries, many of which are unsatisfactory or in dispute, and not one of which, in my district, is described in the town clerk's office, as the law directs.

I shall, if possible within the next year, have them all agreed upon, mapped and recorded.

APPEALS.

There have been but few serious local difficulties arising out of school matters, and but two appeals from my actions, both of which are promptly and, I presume, satisfactorily settled by the State Superintendent.

STATE SUPERVISION.

Allow me just here to say that, in my opinion, the present manner of disposing of disputes and appeals is in every way preferable to placing them in the hands of an unwieldy *State Board*; and I earnestly hope that the matter of "unification," which has been agitated for a few years past, received an effectual quietus at the State association at Canandaigua, last summer.

It would never do to put our public schools into the hands of the managers of academies and colleges, for they would grade them from our primaries to their universities, and would virtually destroy their practical value by narrowing up the work of teachers and depriving them of the little liberty they now enjoy over the clamor or *higher studies* and *bigger books*, to branch out a little here and there and make fast the details of their teaching in the practical things of every day life, which is so essential to the masses of children in our common schools, who require, above all else, such moral and mental training as will best fit them for intelligent citizenship.

More than one-half of our college bred men, especially the wealthy ones, are hurried through or over the rudiments of education; so that when they graduate they realize that they have no foundation among the common things of earth, and are out of place among ordinary business men; in fact, are of but very little use anywhere; reminding one of the overgrown boy, who, in endeavoring to make his pants and vest meet, tugged away at his suspenders until his pants reached his knees, and he was so nearly raised from the floor that he could only stand on tiptoe; but he made a very presentable appearance in a small mirror, which did not reveal the real condition of his lower parts.

This may be a severe criticism, but I believe that the Regents' examinations, both academic and higher, warrant the statement that, believing it would be *unwise* to stretch the masses toward a college course, it would be *unsafe* to put the common schools of the State to the hands of the Regents of the University.

TEACHERS' INSTITUTE.

Our teachers' institute was held at Jamaica, in May last, and was in every way a success. Every school in my district was closed except the one at Glen Cove, and the trustees of that school gave their teachers permission to attend. Professors Kennedy and Johannot were with us again, and did most excellent work.

The general objection to having the same conductors year after year is that they repeat their previous work (to which I see no objection, providing their methods are the *best*), but our experience goes to prove that with the same conductors we are not as likely to have a "rehash," as we are if we change every year; and a unanimous request would be made for the same conductors next year, were it not for a growing desire among our teachers to know more of the so-called "Quincy System," and to have for our conductor a teacher who thoroughly understands the details of it.

The success of *trustees' day* was very gratifying, but we shall look for a more general attendance next year, and we hope that you may be with us on that day.

Teachers' institutes are growing in favor, and are not opposed by any trustees who have investigated their workings. The same is true of public sentiment regarding

TEACHERS' ASSOCIATIONS.

A few oppose them, believing that they benefit the teacher only, but an examination shows that the teacher is only repaid for his extra expense by being enabled to do more and better work, *and none but earnest teachers desire to attend*. Our association last month was more largely attended than ever before, and an unusual amount of interest was manifested. Col. Francis Parker, of Boston (formerly superintendent of Quincy), was with us, and Mr. Slade, secretary of the Quincy board, delivered a lecture on "The Duties of School Boards." The lecture was written, and the association had 1,000 copies printed for distribution.

NORMAL SCHOOLS.

Normal schools are better appreciated than formerly, and graduates are in good demand. Some of them, of course, will never become good teachers; some spend more time with "drill" than with "development;" but, as a whole, they do very superior work, and their influence has raised the standard of lectures.

Normal schools undoubtedly ought to be maintained, and I renew the suggestion made a year ago, that one should be located on Long Island.

TRAINING.

Of the twenty members of the teachers' class "at Flushing" last winter, nearly all have secured situations. A few, however, are train-

ing in the primary school, the several departments of which are working with the "new system" under the direction of Mrs. Baldwin, who was trained at Quincy, and taught there for four years.

The experiment is proving very successful, and is attracting many visitors, primary teachers especially, who desire to see and examine, and to appropriate what they can, or what they think best to. While writing this report, I received a letter from a teacher asking my influence with her trustees to obtain permission to spend two days there; for, said she, "Although my school is small, I desire it to be a *good one*."

Teachers shut up year after year with their own work, naturally fall into ruts, or meet with obstacles which embarrass them, and would be materially benefited and encouraged by visiting other schools, and seeing the work of other teachers. I think they ought to be permitted (*or compelled*) to do so, and I would offer as an inducement that districts paying wages for time so spent (not exceeding five days in a year), and for associations and institutes, be reimbursed from the public money before it is apportioned.

PRIVATE SCHOOLS

for instruction in the *common branches* are generally a nuisance. They afford an inducement for parents and pupils to oppose the regulations and course of study of public schools, and often mislead public sentiment by offering an education which has the *appearance only* of soundness.

There are very few such in my district, but there are five first-class and well patronized boarding schools and academies. There is also a very successful kindergarten at College Point.

SCHOOL EXHIBIT.

Our school exhibit at the county fair was not as large as last year, and no premiums were paid by the society; but our three hundred specimens of school work were exhibited, and we expect to continue it, believing that it will be a benefit to the schools, and that they will be well represented when the best plan shall be agreed upon.

SCHOOL YEAR.

I would again suggest that to avoid confusion in reports, registers and teachers' contracts, the school year should begin the first of August or September.

THE TEXT-BOOK LAW

is generally ignored and ought to be repealed.

THE COMPULSORY EDUCATION ACT

is nowhere enforced. I hope that the committee appointed at the last State commissioners' and superintendents' association will succeed

in inducing the Legislature to establish a few "truant schools," and amend the act and provide for its enforcement. There are too many children attending the "street school" and being fitted for *wrecks* and *blots*. They should be taken care of, for their example and influence are extremely pernicious.

STATE CERTIFICATES.

Normal schools and academies furnish excellent opportunities for those who desire to qualify themselves for State certificates, but the managers of those institutions are unnecessarily jealous of any other authority in the matter, as shown by their action at Canandaigua, for the time will not soon come when all teachers can avail themselves of the advantages they offer; besides, there are hundreds of teachers now in schools who desire State certificates, and are willing to study to obtain them. And you would undoubtedly confer a favor upon such by issuing a syllabus of study to guide them in preparing for the examination.

COUNTY SUPERVISION.

I heartily indorse the view expressed by you in your last annual report, that "A candidate for school commissioner should be the holder of a State certificate, or be a graduate of a normal school or higher institution of learning, besides having had several years' successful experience in teaching." And I would add, that the experience should be just previous to the election, and that the candidate should have a thorough knowledge of modern methods, else the office might be filled by "wornout preachers" and others, who graduated and taught *years ago*. They would do more harm than persons who never taught, and can make no claim to a practical knowledge of teaching.

I see no good reason why the matter should not be removed entirely from politics, and the office filled by a competitive examination of persons possessing the above qualifications. At all events, it should be kept out of the hands of "professional politicians," or persons who, utterly unqualified to perform the duties of the office, desire it as a stepping stone to political preferment or to assist in eking out a subsistence from a poorly patronized profession.

Persons skilled in the various occupations are generally selected as foremen or overseers; and the time may yet come when teachers shall supervise teaching, and receive an adequate compensation for their services.

Finally, in regard to the *condition of public education*, generally, I will say, that while in many respects it is unsatisfactory and fails to receive proper recognition, yet with rapid strides it is moving to the front, where it must stand in every issue and against every opposition to safely guard the destiny of our nation. The necessity for an independent, intelligent exercise of the rights of citizenship is

; upon us as never before, but that necessity will be met and
d for by a proper education of the masses.

ause of education has never before been regarded with as
nterest as at the present time. In fact, an "educational
' is sweeping through the land, and its influence is being
n Maine to the Pacific.

ial attention is being paid to methods of teaching, as well
bjects taught; "rote teaching" and the mere memorizing
s, definitions and words are being frowned down by all suc-
teachers, and the "time servers," who for the past ten years
ood in the *same tracks*, refusing to *read* or to *reason*, will
nd that they must "*move*" or "their occupation will be
and their places filled by persons who have learned that edu-
s a science, and teaching a profession, requiring of the teacher
t care and the full force of his moral and mental energies.

n we observe the imperfections of our own work, and in the
f others, we are sometimes disheartened; but a retrospective
t the improvements in public schools within the past twenty
eassures us that we may expect greater things in the future.
motives of trustees and other school officers and teachers
n misconstrued, and in many respects their positions are
ss ones; but while we would hold in lasting disgrace any
uld accept so sacred a trust, and then neglect its duties or
from its responsibilities, we should give great praise and
to those who first carefully and conscientiously endeavor to
and what their duties are, and then firmly move forward
a full and faithful performance of the same.

Respectfully yours,

C. E. SURDAM,

School Commissioner.

WASHINGTON, November 15, 1880.

QUEENS COUNTY—SECOND DISTRICT.

LEIL GILMOUR,

Superintendent of Public Instruction:

— I cheerfully comply with request, and respectfully submit
owing report:

second commissioner district of the county of Queens com-
the towns of Jamaica, Newtown and Hempstead, having
ool districts, and a population of about 40,000; Long
City is also in the second assembly district, but not under
mediate supervision. The following villages are included in
ve mentioned towns, viz.: Jamaica, Queens, Woodhaven,
ield, and Richmond Hill in the town of Jamaica; Laurel
Jewtown, Corona, Winfield, Woodside, Middle Village and
illiamsburgh in Newtown; Hempstead, Freeport, Baldwins,

Oceanville, Rockville Center, Pearsalls, Seaford, East Rockaway, Lawrence, Hewletts, Valley Stream, Smithville, and Rockaway in the town of Hempstead; all these villages are well supplied with good school-houses, except one, which will ere long be superseded by a larger and more modern school building, conveniently located on a more eligible site, suitable appointments and competent teachers; all the other rural districts have good school buildings, save merely one, for which a new and convenient school structure will be substituted because the question of the erection of a suitable one is being warmly canvassed in the district. Some have the modern improvements and appointments, and good teachers are engaged in all; in fact, four of the best educators in my commissioner district are employed in these agrestic schools; they are exemplary gentlemen of superior literary attainments, of long experience in didactics, and possess enviable professional tact, among whom is an ex-commissioner. New school-houses have been built in No. 3, Jamaica, and in No. 11, Newtown, this year.

I have, with much pleasure, visited 39 schools (or all under my immediate supervision), three times each. I found the schools generally in a prosperous condition, and was exceedingly delighted to hear the prompt and correct answers of the pupils to the numerous important questions on the various studies pursued, appropriately propounded by myself and their respective teachers, and was fully satisfied that the capable and indefatigable instructors were efficiently performing their commendable work.

I have licensed 62 teachers of various grades; thorough examinations, both written and oral, were had; licenses were granted to the respective candidates, according to the grade to which they were, in my humble judgment, justly or legally entitled.

I am not prepared to suggest any real improvements in the methods now pursued. I would respectfully suggest that the alteration of the boundaries of school districts, and the settlement of local difficulties arising in school districts out of school affairs, be made by the Superintendent of Public Instruction, because I am fully convinced that it would give much better satisfaction if effected by the highest educational functionary of the State, and would thus certainly relieve the local officials from the performance of a most unenviable incumbent duty, and obviate deprecable, bitter feeling which might otherwise be entailed in certain localities. I think unremunerated district officials should be required to report, as heretofore, *only the number* of children of school age residing in the district, and not be subjected to the extra trouble of writing the names and ages, in many instances, of 400 or 500, and even in one case, to my knowledge, of over 1,000 children merely to comply with law. I am cognizant of the fact that I reflect the sentiments of many district officials throughout the Empire State, when I say the office of trustee was uncovetable and thankless enough before, without their now being required to unnecessarily devote

their toil and valuable time in performing an additional, extra, onerous duty without adequate compensation therefor.

I am most happy to be fully enabled to favorably report that the public schools under my charge have been materially ameliorated, are, the standard of them comparatively highly elevated since my last written report to the Department; and I can conscientiously assert that they are generally in a very satisfactory condition. The intelligent, public spirited friends of education have evinced a lively interest in the cause and have demanded able teachers, suitable school-houses and desirable appointments for the schools in their respective districts, and the condition of public education is actually being very desirably advanced.

Having been repeatedly petitioned, or rather persistently importuned, by the residents of the village of Charlotteville to detach said village from district No. 8, and annex it to No. 10, Woodside, Newtown, I accordingly, for cogent reasons, and strictly in conformity to law, annexed the said village of Charlotteville to No. 10, Woodside, in April last, with the full and hearty concurrence of the supervisor and town clerk of the town of Newtown.

The teachers' institute held at Jamaica last May, and so intelligently and deftly conducted by those popular Professors, Kennedy and Johonnot, was the largest and most profitable ever held in the county. All the schools in my district were closed, and the earnest, worthy teachers promptly availed themselves of the favorable opportunity then presented for professional improvement, and very commendably and exemplarily manifested a very deep interest in the profitable exercises so ably conducted pending the daily sessions during the institute week, and it has subsequently had, as I anticipated, a desirably beneficial effect. Intelligent, appreciative people are strongly in favor of holding institutes in the county.

Normal schools are very favorably regarded, and normal graduates are usually preferred by experienced trustees in their selection of teachers. I am under the impression that some, if not all, of the normal schools, "are accomplishing the work designed by the Legislature when they were established."

In No. 6, Newtown, a private Catholic school, with an attendance of 60 pupils, is established, in which the English branches are being properly taught. In No. 4, village of Jamaica, is a Catholic school, with an attendance of 225, in which all the English branches are carefully taught by the Sisters of Charity, in connection with the religious instruction; also, in No. 4, village of Jamaica, is Miss A. P. Townsend's Union Hall Female Seminary, with an attendance of 56, in which all the higher English branches and classics are being successfully pursued by the young ladies.

Professor Emil Vienot's private academy, having 26 in attendance, has been in successful operation for some years past in this village, in which youths are efficiently instructed in all the higher English branches and classics. Miss Waters, also, has a private

school of 29 pupils, in this village, in which the common English studies are thoroughly imparted to the young of both sexes.

For complete financial and statistical information, please consult those special reports.

In conclusion, I desire to state particularly that I ardently advocate the continuance of the office of Superintendent of Public Instruction, and am strenuously opposed to any "unification act;" and I am also well satisfied with the continued popular administration of the present highly intelligent, indefatigable and eminently efficient incumbent, and gratefully tender my most cordial acknowledgments to the Department for all favors hitherto received.

Yours very truly and fraternally,

ISAAC G. FOSDICK,

School Commissioner.

JAMAICA, November 6, 1880.

QUEENS COUNTY — LONG ISLAND CITY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In addition to the annual statistical and financial reports already forwarded, I have the honor to submit the following:

The public schools of our city include five grammar schools, in each of which there is a primary department and two primary schools. In these, the average monthly enrollment for the year was 2,500, and the average attendance 2,271; the number of teachers constantly employed was 50.

We show only a slight increase in our average attendance over that of last year. A regulation of our board, in force during a part of the year, requiring the attendance on the part of the pupils of at least half of a school session, that such attendance may be counted, has considerably lessened our apparent increase.

Mixed classes, and mixed classes only, are to be found in all our schools. Co-education we believe is the natural order, and is here attended with happy results.

Our school accommodations are quite equal to the average; we are not, however, without overcrowded and poorly ventilated rooms.

Of the buildings used for school purposes, two only are owned by the city; two of the leased buildings were erected for school use, and are well suited to this end. The remaining three have been *adapted* from private residences. It is hardly necessary to add that they are *not* model school-houses.

No important changes in text-books have been made for several years. One series, and but one, in any given study, except reading, is upon our list; of reading books, we have three series.

In respect to scholarship, our schools take good rank. Of this, we have abundant evidence in the excellent character of the work submitted to us at the semi-annual examinations of candidates for positions as teachers, and at the annual examination of graduates; the comparatively excellent results obtained at the examination of classes for promotion, as shown by the principals' reports, are further proofs of the superior quality of our school work.

Drawing is yet an experiment with us, though provided for upon both our primary and grammar school courses. Progress in this branch has been unsatisfactory, as but few of our teachers are qualified to give instruction in the art, and the board of education has not had at its disposal the funds that would warrant them in increasing the expenses of the department by the employment of the special teachers.

Our school course is still incomplete, lacking as it does a high school. Two of our grammar schools have supplementary classes, covering a course of two years. It is hoped that this supplementary work is but the germ, of which later, the high school will be the product.

Corporal punishment, as a means of discipline, is permitted, and frequently, too frequently I believe, enforced. The humanity that saves from the abusive lash, the jaded, dumb and misunderstood horse, is neither over nice nor exacting, when it forbids the infliction of the stinging rod and its deeply stinging disgrace upon the child.

The annual appropriations for school purposes are more than sufficient to meet the current expenses of the department, but failure to collect these appropriations has greatly embarrassed us and at times caused no little hardship among our teachers whose salaries frequently remained unpaid for several months after they have become due. If the tax levied for school purposes in this city were a separate item upon our tax books, so that the city treasurer could collect and receipt for such tax, independent of all other taxes, all occasion of our present embarrassment would be removed.

The school laws of this city provide for a board of education and also for boards of school trustees in the several wards.

With equal efficiency, and with less confusion our educational interests could be managed by a single board of officials. The election of a lady to the office of school trustee marks a new departure in the management of our school affairs. While it is true that the lady official will have no very close connection with school management, owing to the limited authority conferred upon school trustees by our city charter, still the drift of public opinion has been readily shown in the handsome majority by which Mrs. Newton was elected.

During my long connection with these public schools, I have known of no former instance in which a once practical and successful teacher has been so much as named for the office of school trustee, and with rare exception, has one ever been appointed to the board of education.

In 1871, our population exceeded somewhat 12,000. Our average attendance was then but 1,109. By the census of 1880, we have a population of 17,117; our average attendance for the year just ended was 2,271. The per cent. of increase in population has been 42; the per cent. of increase in average attendance 105. This comparative increase is, I believe, the just measure of the growing favor in which our schools are held by an appreciative public.

Respectfully submitted,

ALANSON PALMER,
Superintendent.

LONG ISLAND CITY, Jan. 17, 1881.

RENSSELAER COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In compliance with your circular dated July 20, I herewith submit the following special report :

I have made, during the past school year, 179 visits, spending as near a half day in each school as possible; beside these I have made at least 100 calls of a few minutes each, dropping in unexpectedly, and hearing at least one recitation.

The impressions I have received are as follows :

While many of the teachers are doing excellent work, following the later methods of school duties and manifesting much zeal and earnestness, a large class are still holding to the old routine of school keeping, simply hearing recitations, and their only criterion of a good lesson is its approximate nearness to words of the text-book. Many of this last class are young and inexperienced; their knowledge of teaching is what they have gathered from similar teaching. They teach as they were taught. With this class, however, I see great improvement over last year.

By persuading and insisting, I have induced a large number to attend institutes, to take some school journal, to read and study some standard work on school methods, and to attend examination; and they are beginning to discover that something more rational is necessary, and are striving to do better.

Some keep on in the same old humdrum way, regardless of advice or direction. Of this last class, many are the old and should be experienced teachers; but they became satisfied with themselves, and are now left away in the background, stranded on the rocks of antiquated ideas. I am making an earnest effort to get rid of this kind of *school keepers*.

Our schools, quite generally, are not so well attended as they should be. A general apathy has been apparent throughout the whole county.

But little attention has been given, by the public, to the wants and needs of our schools. Scholars have attended regularly, provided the teacher had sufficient attractive power to call them together; otherwise they have done as they pleased. Go when they felt inclined, remaining away if they felt disposed. Visits by the patrons were the exceptions, remaining away the rule. In nearly half the school districts, last year, my name was the only one appearing on the register.

The usual results in such cases followed. Apathy on the part of the inhabitants was met by apathy on the part of the teacher. Scholars became indifferent, and a general stagnation of educational matters ensued.

But a revival is taking place; visitors are dropping into the school-houses; teachers are shaking off their lethargy; scholars are beginning to brighten up, and I have hopes that, after the meetings we propose to hold in the several towns, an emphatic educational interest will be awakened that will mark a new era in this county.

Many of our school-houses are not what they should be. An old rookery with seats around the walls, with scarcely any blackboard, is not conducive to good schools. This has been and is yet our condition in many instances. But in this we can show, during the past year, a decided advancement. Six new buildings have been erected during the summer; one in Lausingburgh at a cost of \$7,000, and one at Hoosick Falls at a similar cost, the others in the rural districts; in all, over \$20,000 has been expended in school-houses and sites. It has taken much persuasion to bring these things about, but each success has been an encouragement to proceed with the next, and we think this is a fair showing.

Two more new buildings are in process of erection. In all cases of new school-houses, modern seats have been placed therein, with plenty of blackboard space. In all places, I have urged, as a prime necessity, good seating, good lighting, good ventilation and plenty of blackboards, and in these I am happy to say my wishes have been fully sustained. Much in the way of new buildings remains to be done. Many of our school districts are weak and poor, and we are compelled to proceed carefully and slowly.

These are a few of the impressions I have received in making my rounds of visits. A remedy for all the ills, I am certain, can only be found when a general interest in our schools is aroused. This interest will encourage teachers, fill up the school rooms, and improve our school-houses.

Our institutes, of which three have been held since my term of office began, are popular with all, teachers and the general public. I may except a few would-be economic trustees who object to paying teachers their wages while thus absent. I am happy to say this class is small, but sufficient in numbers to obstruct educational progress. That institutes are accomplishing a good work is well known to all who know any thing of them. This is shown in the better

methods of teaching, in the greater energy of the teacher, and from this, of course, an increased attendance of pupils, in those schools where teachers are in the habit of regularly attending the sessions of the institutes. In my judgment, they are doing a great amount of good and accomplishing fully as much toward advancing and training our teachers as are the normal schools. Some law compelling all teachers to attend them would be a movement in the right direction.

A "county institute" lasting, say ten weeks, where subjects could be taken up in detail and fully illustrated, would be productive of much good to our schools. An experiment of a spring institute was tried in this county, and attended with great success. Two hundred teachers were in attendance, and close attention maintained throughout the whole week. With your permission we shall repeat the experiment next spring.

Of the summer institute, Mr. Morey will report, as it was held in his district. The past year a county teachers' association has been formed. At the first meeting, held at Hart's Falls, last May, much interest was manifested, and over a hundred teachers in attendance. I am anticipating much assistance from this source toward the general improvement of our schools.

In this district we have a small percentage of normal graduates. Some of them are doing excellent work. They are live, ambitious, thorough teachers, but I regret to say this is not universal. As poor teaching as can be found anywhere has been done in this district by normal graduates. Armed with a diploma, they bid defiance to criticism, and think and act as if they had nothing more to learn in the art and science of school teaching. They neglect to attend our institutes and our association meetings, and publicly say they can learn nothing new. They claim to teach after the methods of the "model school." If they do, the sooner *that* "model school" is abolished the better it will be for the rising generation.

My opinion is, our normal schools fail in accomplishing full results for the following reasons:

I. The two years' course is too short; the course of study too narrow and fragmentary to make thorough, broad minded teachers.

II. Students are admitted at too early age; and,

III. The preliminary examination is too low in grade.

In this commissioner district our best scholars are not applicants for normal school appointments. The applications, so far, generally come from the class that are only mediocre in their studies—the mechanical scholars. Admitted at the age of 16, they graduate at 18, and shielded with their diploma, which to many is merely a plundering license, they go forth to *keep* and slaughter schools.

As your circular calls for suggestions, I would respectfully recommend the following change in our normal schools:

- I. Have the preliminary examination raised to a higher grade.
- II. Have the age for admission increased at least one year.
- III. Extend the course of study one year.
- IV. Give limited diplomas for three or five years, and let the renewal depend on the success which the holder has had in teaching; the applicant for renewal to furnish the evidence. I mean by this say nothing against normal schools, as such.

We need training schools for teachers as much or more than we need hospitals and dissecting rooms for the medical profession.

Teaching, to accomplish all that is needed, must become a profession; then the infusing of new blood and new life yearly, from our training schools, will keep the teaching at a proper standing.

The reports from trustees, on the number of volumes in libraries, are undoubtedly erroneous. In most districts, no one knows where the library, if any, can be found. In my opinion, the library money, which, in nearly all cases, is used for teachers' wages, should be used for purchasing apparatus, in which most districts are deficient.

I make no report on compulsory education. Very few trustees give any statistics, and the law may as well be blotted from the statutes. Some measures should be devised to compel a more general attendance of pupils, but what those measures should be, I am not prepared to say.

I have licensed, during the past school year, as follows:

first grade renewed	8	
first grade given	3	
Total		11
second grade renewed	18	
second grade given	10	
reduced from first to second	15	
Total		43
third grade renewed	12	
third grade given	23	
reduced from first to third	2	
reduced from second to third	21	
Total		58
applicants rejected		27

A large percentage of third grade given was to those whose qualifications were good, but they were lacking in experience.

I might say something of the difficulties I have had with trustees' reports, but, as I find these difficulties universal, I will only say this: a circular sent to each trustee, yearly, from the State Department, in September, might induce trustees to have their reports approach somewhat in the neighborhood of correctness.

The district system is a relic of past days. It has outlived its usefulness, and ought to be revered only for its antiquity; but, while we revere, I see no necessity for still using.

The office of trustee generally goes begging, unless some person has a favorite to place in the school as teacher; then a little whispering and wire pulling completes the job. The person is elected, the favorite installed. One district in a town has \$3,000 assessable property, an adjoining district has \$100,000. These things alone show the absurdity of school district lines. With the township system, we could get a live board of education. A live board would make live schools, and the cumbersome machinery of school district officers would disappear.

Thanking the Department for many favors,

I remain, your obedient servant,

EDWARD WAIT,

School Commissioner.

LANSINGBURGH, *December 15, 1880.*

RENSSELAER COUNTY—SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In obedience to your request, I have the honor to submit this, my first special report.

The second commissioner district consists of the southern nine towns of the county. By special act of May 14, a change was made in the commissioner districts of the county; the town of Brunswick being transferred from the second to the first, and the town of Berlin from the first to the second commissioner district, to correspond with the present assembly districts.

The following summary is for the districts as at present constituted:

The number of school districts is 92; academies, 3; private schools, 13; number of school-houses, 90; number of children of school age, 9,756; number enrolled on register, 5,949; average attendance, 3,033. There were 118 teachers teaching for 28 weeks or more at the same time; 146 different teachers have taught in the district within the past year; of these, 46 were males; six taught under old State certificates, one under a State certificate earned by examination, 20 under normal school diplomas, 30 under certificates from my predecessors (partly caused by the transfer of towns above referred to), the remaining 89 were licensed by me within this and the past year. Of these, 9 were novitiates, the rest had previously taught. We have used written examinations as a test of scholarships, oral examinations as a test of adaptability.

In addition to the 20 normal graduates, we have about 40 undergraduates teaching, mainly from the Albany school. These are not all good teachers, but I think they have generally received much benefit from the normal drill.

The whole time of the commissioner, save the month of the summer vacation, has been spent in school work. The number of school

visits made was 206. They were generally half-day visits. The work has been in examinations of classes, of methods of teaching, manner of conducting schools, condition of school buildings, etc. As far as practicable, the visits have been in connection with the trustees of the school district. These visits have given rise to advice, counsel and suggestions to teachers, scholars and trustees.

So far as the province of supervision was concerned, I found the schools in excellent condition; thanks to the labor and efficiency of my predecessor G. W. Hidley, who for nine years so acceptably filled the position. It was both fortune and misfortune to follow me so highly esteemed.

The usual examinations for teachers have been held, public and private, certificates granted and certificates denied.

We have endeavored to keep the standard at as high a grade as the following facts would warrant: Twenty per cent. of the school districts of the nine towns have an assessed valuation of \$10,000, or less, some as low as \$3,000; thirty per cent. have a valuation of \$20,000, or less; ten per cent. have an average attendance of ten or less, and sixty per cent. have an average attendance of twenty or less. Wages in these districts necessarily range low. These figures tend to convince me, that our common school district is a territorial unit too small for the best development of the school system. I desire to express my preference for the local option township system, and for the plan (as likely to meet with the least opposition) which retains the present district lines for the purpose of electing sole trustees, they to elect the town board of education. Two years ago I should have favored the district system; I am convinced now that the township system is the next station in the march of improvement. The office of trustee is as well administered as an office can be, that takes some time, has no emoluments, confers little honor, reaps often a reward of fault, filled often by those who have no interest in the schools, and is sought by no one save for the purpose of pensioning some friend on the bounty of the State school fund. I hold this truth to be self-evident, that he who hires skilled labor should himself be skilled to judge of its merits and demerits. This skill the average trustee has not nor can he be expected to have.

We have ever endeavored to keep in hearty sympathy with the teachers, who, with a few exceptions, are doing earnest and conscientious work. Their service cannot be valued or measured. One teacher, Miss Mary Dearstyne, of the union free school of Bath, was called hence by death.

Women voted under the act of 1880 in many of the districts, in some, endeavoring to elect ladies to the office of trustee. A hope is largely entertained, in which we join, that the incoming Legislature will so amend the law that its original intentions can be carried out, viz.: That every woman of the age of twenty-one, a resident of the district, shall be entitled to vote at district school meetings.

The summer session of our institute was held at Wyanntskill on

the invitation of Rev. C. P. Evans. It was well attended by the teachers of the county, and well conducted by Professors Lantry and Kennedy. The former, though with us for the third time, kept the interest fresh and unflagging; the latter proved himself a close and concise reasoner and teacher. Teaching how to teach was the main line of the professors' work. We introduced "trustees' day" in this institute, with excellent results. The State of New York spends some money on teachers' classes, more on normal schools, some on teachers' institutes. On no money spent in school work, does the State receive so large a return for every one hundred cents expended, as on that spent for teachers' institutes.

Aside from the benefit to schools, our institutes have had a strong tendency to awaken a general public interest in education. With the institute of last March, we issued a call for the organization of a county teachers' association. It was duly organized with principal E. A. Corbin as president, has had four meetings during the year, and in instructing, stimulating, cementing, it has been a strong force.

The private schools of the district have been generally visited. They are, as an average, on an equality with our common district schools in method and manner; many of them being taught by those who have previously taught in district schools.

Three new school-houses have been built, others repaired. There has been much improvement, and yet there is great deficiency.

We cannot name any improvement, under the present system, in the distribution of public money, or adjustment of district boundaries. We should suggest a change in length of legal school year which should be advanced to thirty weeks, in districts having \$20,000 valuation or less, and to thirty-four weeks in all other districts.

If uniformity of standard in teachers' examinations were practicable, it would be a great advance; but I see many objections to it.

It would not be seemly to close this report without acknowledging the hearty concurrence and assistance of Supt. Beattie, of Troy, in all our institutes and associations.

My associate, Mr. Wait, has obligingly favored me with his advice and assistance.

The Department has my sincere thanks for its many courtesies. Thanking the citizens of this district for their cheer and hospitality, the teachers for their kindness and co-operation, sincerely wishing for the success of all the children in our schools, and of all educational enterprises,

I am, respectfully yours,
GARDNER MOREY,
School Commissioner.

NASSAU, *December* 30, 1880.

RICHMOND COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.— I respectfully submit my second annual report.

The average attendance of scholars was increased, during the year, and six additional teachers have been appointed.

About 650 volumes, costing about \$575, have been added to the district libraries.

The reported increase of "assessed valuation of taxable property" in the county amounts to \$306,442.

There are still a few schools in which the sexes are taught in separate departments, with what advantage I am unable to state.

There have been but few changes in our corps of teachers, the antiquated system of rotation of teachers, regardless of merit, happily being observed more in the breach here than in some other sections.

One principal has taught in the same school upwards of thirty-five years, while several others have taught for periods ranging from fourteen to twenty-seven years; and by reference to the statistics it will be seen that the "average number of terms taught by teachers" in this county is greater than elsewhere in the State, while there are but two counties in which the average attendance of teachers at the institute exceeds this. Facts at least deserving mention.

Four of the districts do not own their sites. In one of these districts the building hired for school use has been somewhat improved by the construction of an additional stairway, but the rooms are overcrowded and poorly ventilated, a portion of the furniture dilapidated and uncomfortable. There is no playground for the scholars, while the building itself is badly located and ill adapted for school purposes.

A fine and capacious new school-house has been erected in district No. 2, of Southfield, and was formally opened March 8th last, on which occasion there were present Rev. Dr. James Brownlee, Hon. Gastus Brooks, several boards of school trustees, and a number of teachers and inhabitants of the district. Letters of regret for non-attendance were received from Hon. Geo. Wm. Curtis and others. The building is well constructed, well lighted and ventilated, newly furnished throughout, and will afford ample and comfortable accommodation for the pupils. It is an ornament to the neighborhood, and a strange but cheerful contrast to the wretched overcrowded place formerly used as a school-house.

In district No. 3, of Southfield, a plot of ground is about to be purchased, and the school-house is to be removed thereto and enlarged. In district No. 2, of Northfield, nearly an acre of ground has been added to the school site, and in district No. 3, of the same town, upon land generously donated by the American Linoleum Co., a handsome, well ventilated brick building has been erected, and when furnished

will be occupied. The accommodations in this district heretofore very meager will now be, through the liberality of its inhabitants, fully equal to the demands, and it is believed that the school-house for its size and reasonable cost will compare favorably with the best in the State.

An additional school room is being completed in district No. 6, of Northfield, and another teacher is to be appointed.

The average attendance of pupils in district No. 1, of Castleton, has increased, and the propriety of enlarging the school-house is being considered.

Fences have been erected around two of the school-houses, leaving but eleven of the twenty-eight districts in the county to be improved in that manner.

The subjects of drainage and ventilation are receiving attention, the latter having been heretofore, in too many instances, subordinated to architectural design and an attempt at beauty.

A liberal spirit is being manifested generally, and in some of the districts the teachers' wages have been increased. While it cannot be said that our school system is entirely free from defects, it may be fairly stated that, upon the whole, the scholars are making reasonable progress, and it is hoped that the results obtained are somewhat satisfactory to the people.

In some of the schools the scope of instruction has been enlarged with marked benefit, and in two instances, under competent teachers, the "Quincy method" has been introduced with gratifying results. After two years' practical observation of this "method," the writer is of opinion that it possesses peculiar merits.

As many of the scholars of our public schools discontinue attendance several years before the age of twenty-one, to engage in other pursuits, it would seem to be proper that the system of instruction should be graded not exclusively to fit them for the high schools, but to meet the wants of the mass of pupils, so that, at whatever age one is forced to leave school, he may at that time possess the best possible preparation for the active duties of life, and the intelligent exercise of the rights of citizenship consistent with his stage of advancement.

To accomplish this, a knowledge of the principal facts in the history and constitution of the United States, and of the State in which the scholar resides, would be of greater advantage to him than the ability to "work out at sight" a problem in algebra that might not be called into practical use after school days were past.

If time and opportunity permitted, great benefit could be found in the study of physiology and hygiene, sufficient for the preservation of health so essentially necessary to success in life, and which studies are now the exception, not the rule. These views, advanced by the New York State teachers' association at its last meeting, are worthy of consideration.

The character and method of instruction imparted in its common schools largely determine the destiny of the nation.

Our teachers' institute was held as usual in school-house No. 2, of Middletown, commencing May 3d and continuing five days. The conductors, Profs. John Kennedy and James Johonnot, fully sustained their enviable reputation, while the presence of Rev. Dr. Brownlee, and on the fourth day, of the State Superintendent, Hon. Neil Gilmour, who delivered an acceptable address, were pleasant features of the session, as was the attendance of school trustees and citizens generally. That these institutes are of great practical value there seems to be no doubt.

Miss Charlotte A. Dowd, who had taught acceptably for several years past in school No. 3, of Castleton, died in October. Fatal premonitions, which alarmed her friends, did not deter her from a continuance of the duties she loved so well, until a few weeks before her death. She passed away mourned by a large circle of friends, who may find some consolation in a retrospect of her faithful labors worthy of emulation.

In reply to your circular, the following suggestions are respectfully offered for your consideration, viz.:

First. That the annual reports of school trustees to the commissioner be transmitted to that officer direct, instead of filing them at indefinite periods with the town clerk, who has no possible use for them; and if, as occurred here recently, a clerk be absent for a length of time, a hurtful delay is the result.

Second. That it be made the duty of the clerk of the school district, or of the trustees, to report to the commissioner within ten days after a school election or appointment, the names and addresses of the persons elected or appointed, so that the commissioner may have official knowledge, at present not readily obtained.

Third. That the annual school election be held on the last Tuesday in June.

Fourth. That the school year commence at the close of vacation, September 1st, instead of October 1st, as at present.

One reason among many, for the last two suggestions, is that the officers if elected in June would have until September to familiarize themselves with the requirements of the district and the not very clear provisions of some of our school laws, and would enter upon duty at that time quite as fully prepared as at present where the election occurs one day and the duties of office on the next. More time would be given for the decision of cases of contested election, and other matters involving the action of the State Department, and at the commencement of the school year the precise status of each school officer would be ascertained.

Fifth. That a law be passed to prevent the overcrowding of school-houses, and defining the number of cubic feet of air allotted to each scholar.

The public press of the county has generously published the proceedings of the institute, notices of meetings and items of school interest generally, without fee, for which our acknowledgments are due.

To the trustees and teachers, with all of whom the most pleasant relations have continued to exist during the year, my sincere thanks are tendered for courtesies received, as well as to your Department for information upon various matters.

I am, sir, your obedient servant,

C. HENRY KING, M. D.,
School Commissioner.

STAPLETON, *November* 15, 1880.

ROCKLAND COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—I have the pleasure, at the close of my second year of service as school commissioner of Rockland county, to submit the following annual report, and to make favorable mention of the educational affairs in my district.

A large proportion of my time has been devoted to preparing reports, holding institutes, attending teachers' associations, visiting schools and examining candidates for teaching.

During the past year, an order was issued for the alteration of districts No. 6 and No. 14, in the town of Ramapo. A portion of district No. 6 was added to district No. 14.

Four new school buildings have been erected — *one* in district No. 3, in the town of Stony Point; *one* in district No. 5, in the town of Clarkstown, and *one each* in districts No. 1 and No. 3, in the town of Ramapo — each district now having a commodious and comfortable building. Near the close of the year an order was made, and a *new district* (known as No. 15) was formed from the western part of district No. 3, in the town of Ramapo.

The teachers' institute was held at Suffern for *one* week, commencing May 10th, and was the largest ever held in the county. It was conducted by Professor James Johonnot, assisted by Professor Francis P. Lantry, *two* of the ablest conductors ever appointed for the county. The attendance was large, numbering seventy-five teachers — thirty-eight male and thirty-seven female (over eighty-two per cent. of the number employed in the county). The interest manifested by many in the good work was very gratifying. It was really nothing short of a grand success.

During the year, *four* applicants were sent to the normal school at Albany, *one* to Oswego, and *one* received an appointment to Cornell University, Ithaca. *Two* examinations have been held — *one* in June and *one* in December. *Sixty* applicants for teachers' certificates presented themselves; *thirteen* received the first grade, *nine* the second, and thirty-eight the primary and third grade.

My method has been to give about *ten* practical questions in each branch of study, allowing *ten* credits for each question. Then if the average per cent. of all the slips will run between seventy and eighty, I grant a third grade certificate; if the per cent. will run up between eighty and ninety, a second grade; and between ninety and 100, a first grade.

Twenty-six of the teachers employed in the county are normal graduates; *seven* hold State certificates, and the remainder have been licensed by the commissioner. I have made *ninety-two* visits, during the year, and examined over 200 classes of various grades in different branches.

With few exceptions, we have an energetic and faithful corps of professional teachers, who are working zealously for the advancement of their pupils and endeavoring to impress on their minds the necessity of being thorough in all the rudiments, and thus be prepared, after leaving our *public free* schools, to encounter the struggles of life and rise to be the leading *men* and *women* of our country.

A large proportion of the scholars in this county are permitted to remain at school only long enough to receive a partial training in the rudiments of education. Their time and attention are diverted from the few necessary branches that should be *taught thoroughly*, and they are allowed to go out in the world with this *crude mixture* of knowledge *instead* of a *thorough training in the elementary branches*. Our system of instruction (especially in our country districts) should be simplified, the number of school books and variety of studies should be reduced to the lowest number possible, and *those thoroughly mastered* by the pupils.

Much confusion, I think, could be avoided in making reports, keeping registers, and making engagements with teachers, if our school year could begin September first instead of October first.

A thought or two more in regard to our district libraries. The interest in *them* is waning every year. The necessity that brought them into existence and had them placed in our public schools some twenty-five or thirty years since is almost entirely removed. *Public and Sabbath school libraries*, and other wholesome books, can now be readily obtained, and are accessible in almost every village and district in our county.

I would suggest that all moneys appropriated for libraries be expended for globes, maps, books when needed, dictionaries (medium size), and whatever apparatus the districts may require for school purposes.

With thanks to the Department for favors received,

I am, respectfully yours,

WM. VAN WAGENEN,

School Commissioner.

RAMAPO, December 10, 1880.

ST. LAWRENCE COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—At your direction, I would respectfully add to my annual abstract, already sent, the following:

I am still more in favor of the so-called *township system* of school trustees. I will urge but one consideration to those noticed last year. One of the greatest drawbacks to school success is the frequent exchange of teachers. This arises mainly from the fact that, ordinarily, a new trustee is elected *every year*. The result is, very frequently, he has a "sister, a cousin or an aunt," whom he wishes to favor. Indeed, he is generally elected on the consideration that he will employ a *certain* teacher. It generally results in sending adrift the old teacher, no matter how efficient and successful she may have been. A new teacher is installed, with new notions, new modes of instruction and a new mode of government, or no government at all. The pupils become dissatisfied and lose their zeal, and the school and school room are distasteful, while that term of school becomes a failure. The new teacher is undoing what the other teacher has done well. Retain a teacher as long as she is making the school a *success*. Do not exchange a *certainty* for an *uncertainty*. The anti "*third term*" theory should not obtain in the employment of teachers. Never "change for the sake of a change." The fact is not to be disguised, however, that some who teach, or attempt to teach, ought never to undertake the *second* term. But I am happy to state, many trustees and parents are fast coming to the conclusion that simple knowledge of books can never make a successful teacher. Ten times as many trustees *now* than formerly apply to me for teachers who have *earned* and made a good record, even if they are obliged to pay a dollar or more per week.

Since my last year's report, one new single school-house has been erected. Several old buildings have been largely improved and re-seated with modern seats. Two graded or double school buildings have been so extensively remodeled that they are about as good as new. Since my last report, the number of teachers taking educational journals has increased to about eighty, but I shall not be satisfied until every teacher takes an educational paper. The trustee should pay the live teacher enough so she can post up by all reasonable means, while the same trustee will get back the small extra paid, four-fold.

Although my communication is already somewhat extended, I wish, before closing, to make one suggestion more: We need a *normal teachers' institute*, or practical *drill*, in each commissioner district, once a year, of at least *four* weeks. Let me explain, before being accused of extravagance. We have, on an average, eight normal graduates teaching in each commissioner district in the State. There are, on an average, 100 teachers who should attend these drills in each commissioner district. Three of the most efficient

normal graduates together with district commissioner could form a faculty of four who *ought* to be well qualified to come up fully to the demands of such an institute. Some will be ready to question the ability of such a faculty.

In reply, I will say, if our normal schools, eight in number, have not produced teachers enough, well fitted for such a position, they have signally failed of their mission, and they should be immediately abandoned. Further, if the commissioners are not fully competent to assist in the drill, let them step down and out, for no man is *fit* for an efficient commissioner unless he is an experienced and practical teacher, and has a record of the best success in that capacity. Let such a drill be faithfully carried out, and there would be uniformity throughout the State. The practical and immediate influence of normal teaching would be felt in the most remote and rural districts, whereas, now about four localities only, throughout a dozen townships, have any immediate benefit. Normal teachers should feel under obligation to do this work at a compensation of ten or twelve dollars per week, for four weeks; after having received so much aid from the State, they could then obtain as good a position as possible. Having shown their abilities they could be ready to fill any demand their success and record would have produced. The good teacher will always *make* himself a *necessity* to enlighten school districts. The services of the commissioner, in such drills, would require no extra charge.

The teachers should be made to attend such institutes, or forfeit a license (extraordinaries excepted). Then trustees would be obliged to employ practical and thoroughly drilled teachers, and the teachers on the other hand would be enough better paid to meet the previous expenses incurred. Indeed there would be both an *intellectual* and *pecuniary gain*.

All the varied duties required of the commissioner I have endeavored to faithfully perform. You will see by my abstract sent forward, that the trustees have given me credit for 257 school visits. I have endeavored to spend a day faithfully between two schools.

Ever grateful to the Department for friendly co-operation, to patrons for their hospitality and kindness, and to teachers for their uniform courtesy,

I am, very respectfully,
E. S. BARNES,
School Commissioner.

GOUVERNEUR, December 4, 1880.

ST. LAWRENCE COUNTY — SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with your directions, I submit the following report of the schools in this district for the year 1879 and 1880.

I made 245 official visits to schools, averaging about two hours each. I have conducted teachers' examinations of 452 applicants, and given 6 first grade licenses, 73 second, and 163 third grade. There are 173 districts, of which 9 have graded schools; one employing 9 teachers; two, 4 teachers; two, 3 teachers; and four, 2 teachers each; thus making 195 public schools. There are 9,206 pupils of school age residing in the district. The average daily attendance is 3,935; \$20,407.34 of public money were apportioned, of which \$278.78 were library money, all used for school purposes; \$10,909.85 were raised by taxation. Seven of the twelve towns of this district have local funds, the interest on which, that is apportioned among the various school districts, amounts to about \$1,825.

Two school-houses have been built, and three have undergone thorough repairs. At South Collen a school-house, for a graded school with two departments, will be built next summer; and preparations are making for building three others during the year.

My mode of conducting teachers' examinations is to devote the forenoon to written work on arithmetic, grammar, writing and spelling; and the afternoon to oral examinations on language, reading, history, civil government, geography and methods of teaching.

It was customary for my predecessors to license young persons 16 years of age, and in some instances even at 15; but two years ago I adopted the custom of rejecting all under 17 years of age, except in extreme and very rare cases. This plan I have adhered to with seemingly good results. I also insist on a greater per cent. of correct answers in examination, before licensing, than in former years; and when I find a teacher that is indifferent, or not adapted to the work, I withhold license altogether.

In my opinion, this question of licensing teachers deserves more attention than it has received in the past. To-day the standard of qualifications that a candidate must reach before being licensed, depends entirely upon the whim or peculiar views of the school commissioner, and oftentimes it shockingly varies in different commissioner districts of the same county. If a man happens to be elected who is slack, or who entertains erroneous views, the prosperity of the schools of that locality must necessarily decline. In my opinion, no license should be granted, until an examination prepared by the State has been passed. If a law making such provision cannot be enacted, I can see no possible objection that can be raised to the following:

No person shall receive other than a third grade license for six months, until he has successfully passed an examination prepared by the Department of Public Instruction, and the school commissioner for that district has given his approval, stating that, in his opinion, the applicant possesses that necessary adaptation and devotion to the work which entitle him to a better grade. And that no person shall be allowed to teach under a third grade license for more than one year.

It is an unfortunate fact that many students are ever so zealous workers until they have successfully passed a teachers' examination and obtained a license. There their ambition ceases. They have reached the goal of their aspiration. They are teachers. No person that is not devoted to the work, and does not each day make the necessary preparation of the lessons to be taught, is fit to teach school. He who imparts stale information does poor work. Whatever is taught should come from a fresh perusal of the subjects considered. No person that makes this preparation can fail to grow rapidly in scholarship; and if, after one year of this faithful preparation, he has failed to acquire that fund of information that will enable him to successfully pass a State examination for a second grade license, he is too stupid for a teacher. While the plan above suggested may have many faults, in my opinion, it is far better than the present system.

While I can report improvement in the schools, progress is slowly made.

The fact that, fully one-third of those who are teachers one year pass to other labors the next and unskilled persons are employed to take their places, tends to block the wheels. And while there are very many faithful, earnest and efficient trustees who give their time and oftentimes their money, searching for good teachers, some of these officers fall far short of the requirements; too frequently, a trustee is elected by a clique solely on account of his promise to hire as teacher some relative or friend. Others are elected for the express purpose of running the schools with the least possible expense. With such officers any kind of a license and a willingness to teach cheap are the only requirements. In many other districts where the public money will afford good wages, the trustees oftentimes do not try to inform themselves as to who the good teachers are. I frequently find ordinary teachers working for say five dollars per week, and infinitely better teachers possibly in the adjoining district, at work for perhaps one-half that sum. The trustee makes up his mind he can pay about a certain sum, and then acts as though he thinks it makes but little difference what teacher he engages; that five dollars paid to one teacher will be as productive of good results as five dollars paid to any other; that a school teacher is a school teacher, one as good as another, and that is about all there is of it. He considers the applicants in the order in which application for the school is made. While considering applicant No. 1, he closes his eyes to the rest of the list, when perhaps first-class teachers may be among the number, until the fate of this No. 1 is decided.

This same trustee would observe no such order in employing a hired man for his farm. The question, who is the best man, and not who made application first, would govern him in his choice.

While I would not like to see the responsibilities of the school commissioner greatly increased, I don't know what can be done in the absence of the township system to remedy the defects. Under

the existing usages he is the only man in the entire district who knows who are competent, zealous teachers. He knows what school each teacher is adapted to, and could locate them in the various districts to better advantage and with better results, if not with better general satisfaction, than trustees do. And yet he has no power in this matter. He can simply give advice, and in the majority of cases, his advice even is not asked. Even when he knows that a teacher is obnoxious to a district and his employment certain to do harm, he is compelled to give license, if the teacher possesses certain qualifications. How can this knowledge which the school commissioner necessarily acquires be brought into requisition?

In September, 1875, I caused to be published in the local papers a letter addressed to school officers and patrons, in which I strongly urged the adoption of the three term system. My visit to school since that time have confirmed this opinion, and whenever I have met with patrons and school officers, I have agitated this question until a fair per cent. of the districts have adopted it. Whatever tended to favor the time honored custom of having schools taught during the months of July and August, has long since disappeared.

As in changing to the three term system much embarrassment has been experienced, because the close of the school year comes during the fall term; and as many think a term of school is not taught legally that begins about September 1, and continues into the next year, I think the school year should close about July 15, instead of September 30, as at present.

Many of the schools have no dictionary whatever. In my opinion, you as Superintendent of Public Instruction should, whenever possible, withhold your consent to a district using any portion of the library money to pay teachers until the trustee of that district states in writing to the supervisor that there is a good unabridged dictionary belonging to, and in use in the school. Without it, scholars are compelled to use words as meaningless to them as is the Hebrew language.

In the back part of every school register are blanks for teachers' reports to the school commissioner. I think these reports are wholly worthless. I never insist upon their being forwarded to me, and when so forwarded I make no use of them. In my opinion, all that can be learned from them of the proficiency of a teacher or the advancement of a school is small indeed.

Very respectfully,

ALBERT L. COLE,

School Commissioner.

HERMON, *February 4, 1881.*

ST. LAWRENCE COUNTY—THIRD DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In accordance with your request, I submit the following :

I have made 212 official visits during the past year. As to the benefits resulting from the above named visits, I find that in many cases I can help the teachers to do much better work and improve the schools that they are then teaching. I can do this only where I find the teacher doing what I call fair work to begin with. In cases (and there are far too many) where the teachers are doing poor work and only able to do that kind, I can do but little for the schools, as the teachers must spend a long time in preparatory work before they can teach well. I learn what kind of work each teacher can do and what kind of a teacher each district wants, thus enabling me to determine in regard to granting licenses and placing teachers where they will do acceptable work.

I have licensed 300 teachers. My plan of conducting examinations differs somewhat from many of my brother commissioners. I try to make my examinations of a practical rather than bookish nature. I require the teachers to state how they would teach the subjects generally taught in our schools. I give them a class and require them to teach just as they would in the school room, subject to the criticism of the teachers and myself. I try to make my examination work suggestive of the better methods of teaching; that while I ascertain the ability of the teacher, I may also help him to do better work.

I devote all my time to the work, and work hard, yet still feel that I cannot do all that should be done. Our county, I think, made a mistake when it determined to have but one school commissioner to each assembly district, thus giving me double the work to do that my brother commissioner of Franklin has, but each of us the same time in which to do it. With less territory to go over, I think the results would be more satisfactory.

In the matter of the apportionment of the public moneys, I think it would be more in accordance with justice if, after the district quotas, the rest of said money should be apportioned according to the average attendance; thus giving the money to those who actually attend school and offering a larger premium for such attendance.

There is a disposition on the part of many school districts to make the public money pay all the teachers' wages. In fact, it seems to be the test in regard to the fitness of a person for the office of trustee, can he so conduct matters as not to tax the district for teachers' wages. The State has paid liberally for school purposes, yet the money apportioned to each district will not pay a good teacher for 28 weeks or more of school. I have sometimes thought that it might work well to make the amount of money apportioned

to each district depend somewhat upon the amount raised in said district for teachers' wages.

As to the alteration of school districts, the settlement of local difficulties therein, etc., the law has made ample provisions, leaving a large share of responsibility on the commissioners, whose acts cannot possibly please both parties in a dispute.

In speaking of the general condition of the public schools under my charge, I will speak, first, of the school districts. Many of them have but few pupils within their boundaries, yet cannot be divided and their parts joined to other districts without locating the school-house so far from the children that they could not well attend school. There seems to be no way only to let those districts go on and demand of them that they support a good school, in a convenient, pleasant house. Many of the districts have, within the last four or five years, built good, convenient, pleasant houses, and are well pleased with them. Quite a number of our districts are still compelling their children to enter gloomy, uncomfortable school-houses, if they attend school. Now, as the State pays a large amount for school purposes, and by law says that all children must attend school, I think it has a right to say that the school-houses shall be not only warm, but pleasant and convenient.

I now come to what I think is the great difficulty in the way of the education of our common country schools, the place where a very large majority of the people get their only education. The difficulty arises from a want of attention and thought on the part of the people in regard to the importance of the common schools. This want of attention and thought causes ignorance on their part as to what good schools are and good teaching is, therefore they are content with poor schools and a low order of teaching, and complain that the commissioner will not license teachers enough to fill the schools, but will refuse those whom they (the people) know to be good teachers.

After long and careful observation and study of the subject, I am forced to the conclusion that one great cause of this willing ignorance and want of interest, is the fear of taxation to support something better. I think that one direct way to reach this difficulty would be to make the apportionment of the public money depend largely upon the average attendance, and the amount of money raised by tax in proportion to the assessed value of each district. Once make the people understand that the more money they pay, the more they get, and they will be aroused to more active thought on this subject. Other causes are at work, from which we expect grand results. One is the institute, and I cheerfully give my opinion in favor of institute work.

The institutes have done much in our county to advance the cause of education, by preparing the teachers for better work, and enlightening the people in places where they have been held. The institute is one means by which we may educate the people as well as the teachers. I think public sentiment is in favor of institutes.

Another great help is the normal school. When our normal school at Potsdam was just started there was quite a strong prejudice existing against it, partly on account of the local struggle to obtain its location at this place. That prejudice has nearly all worn away and the school now exerts a strange influence, in the right direction, upon our educational interests. Some complain that the normal schools are not doing what they were created to do for the State, to the extent that warrants the payment of those large sums for their support. The friends of the normal schools are quite ready to admit that they can and ought to be improved, and for this purpose we must just find out their defects. It is charged that they graduate but few teachers in proportion to the number that enters. This may be true to some extent, but on carefully looking the matter over I find that many do enter and attend for one or two years, then for one cause or another disappear from the school without being of use to the State as teachers. A few of the graduates teach but little, while some do poor work. Now all this is not against the system only so far as there are faults in it which we must try to correct. I would suggest first, that it be made more difficult to enter those schools, or in other words that the material for making teachers be more carefully selected.

Suppose we had a law requiring all who enter, to teach one term before applying, and to present a certificate from a school commissioner or superintendent, showing that their success had been fair. I think our normal schools should be continued with the best help of the State and the friends of education generally.

There is in my commissioner district one academy at Lawrenceville, which does much for our common schools in the way of preparing teachers for their work. It has sustained a good teachers' class most of the time, and I understand that the fund for the support of such classes has failed. Still the academy will, the coming winter, give special instruction in methods of teaching for the benefit of those who may attend. After looking the ground all over I am prepared to say that as far as my district extends we can report progress, with fair prospects for the future.

Respectfully yours,

L. L. GOODALE,

School Commissioner.

POTSDAM, November 12, 1880.

ST. LAWRENCE COUNTY—OGDENSBURG.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In addition to the financial and statistical reports sent to your Department last October, the following is submitted:

The status of the schools of this city, under my supervision, is little changed since the date of my last annual report.

We sustain one grammar school, in which two teachers are employed; three secondary schools, in which pupils are prepared to enter the grammar school; twenty-four primary schools, divided into three separate grades, and one school ungraded. Thirty teachers are now employed by the board of education, all of whom are females, with one exception.

During the year, three new school rooms have been finished and furnished, at an expense of three thousand dollars. This meets the demand for school accommodation so much needed in the lower primary grades.

Our present efficient system of graded schools in this city is incomplete, in not having an academy or high school into which pupils may be graduated after having taken the course of study prescribed for the grammar school. It is very desirable that advantages for higher education *here* be equal to those enjoyed by other cities and villages of our State having the same or a less population. This community needs a school of academic grade for the use of those who want an education fitting them to engage in the study of a profession, or to take a collegiate course. There seems to be a general sentiment prevailing in our midst in favor of providing some means by which a high school may be established that will afford all the facilities needed for acquiring wider culture; that will give every youth among us, who may desire it, a broad and solid English education.

There are very few who would reduce the scope of public education to the "beggary elements of knowledge," and support only charitable schools for the very poor. None but selfish worshippers of wealth, and defenders of caste, would degrade public education by cutting off a generous patronage and support. It has been shown, again and again, that the New England States were as careful to provide universities and grammar schools for the *whole* people, and to guard them with constitutional enactments, as they were to establish schools of a mere rudimentary nature. Their example, all over this country, has been generally followed. Professor Huxley expresses the almost universal sentiment when he says, that "No scheme of public schools is worthy of regard that does not create an educational ladder, with one end in the gutter and the other in the university."

There has lately been made an exchange of property by the board of education, in which the Ogdensburg academy grounds have been sold, and the present town house and the lot adjoining purchased. It would seem, now, that the initiatory step has been taken that will, at no very distant day, give us a first-class building in which we may organize a high school with all the modern improvements and facilities for acquiring a thorough academic education.

Respectfully,

N. W. HOWARD,

Superintendent.

OGDENSBURG, *January 15, 1881.*

SARATOGA COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—It is with pleasure that I have the honor of submitting to you the following report of the educational interests of the first commissioner district of Saratoga county.

The district consists of ten towns, in which are now existing 101 common school districts, four union schools and three private schools, also one academy, namely, the Mechanicville academy, under the management of Mrs. S. E. King Ames, a school that needs no further notice than the wide reputation for excellence that its worthy principal has gained for it by her untiring efforts.

Miss Mary Callaghan, a normal graduate, has lately opened a school in the Charlton academy that is rapidly gaining for itself and principal a sterling reputation which it cannot fail to sustain, as Miss Callaghan is a teacher of long experience and one who has been crowned with uncommon success.

Of the union schools, it is unnecessary to say but little. The one at Ballston, under the principalship of T. C. Bunyan, and the Waterford school, under its popular instructor, E. E. Ashley, are both full patterns of discipline and thorough teaching; the other two, namely, the Stillwater and Halfmoon schools, are doing very creditable work though yet in their infancy.

In the common school districts two new houses have been built, and others have been made comfortable by repairs. In short, the houses, with few exceptions, are in good condition. Nos. 3 and 5, at Providence, have lately been consolidated by mutual consent of the officers and members of both districts, thereby benefiting all interested.

During my term of office, I have granted 223 licenses, none having been given except upon rigid public examination, the examinations having been invariably conducted in association with my very worthy colleague, commissioner John W. Shurter, a gentleman whose experience in school work and whose untiring energy cannot be too highly esteemed by all with whom he may be interested.

The work of visiting schools, I think, one of the most important duties of the commissioner, and it is a field in which he can achieve telling results if he is in sympathy with the work. Indeed, in my opinion, there is no grander work than that of inspiring the youthful mind, by both example and precept, to thoughts that will ripen into deeds of excellence and worth; and here let me say, I fear that moral training and lessons in good common sense manners are too much overlooked by the average teacher in his efforts to crowd the mind with lumbering facts. It has been my pleasure, in the 279 visits thus far made, to encourage both teacher and pupil in inculcating correct principles, which alone are the foundation of noble manhood.

EDUCATIONAL PAPERS.

I am fully aware that many of the teachers of this district are constant readers of one or more of the educational periodicals of the age, the results of which are plainly seen in their work in the schools; yet I fear there are many others that are not familiar with any of the many invaluable works now offered to the ranks of teachers at prices so low that they are within the reach of every teacher in the land; and if teachers were all aware of the wealth of information to be found within the columns of such papers as the *New York School Journal*, *School Bulletin*, *Scholars' Companion*, *Teachers' Institute*, or any other of the many good works, the work of the school room would receive an impetus that would raise it far above its present standing.

TEACHERS' INSTITUTES.

The institute is doing its good work step by step, and although there is a lingering prejudice against it, that feeling is gradually melting away under the general sunshine of education and culture that has been cast abroad by the able instructors that have been sent to us from year to year. Our institutes are not only increasing in attendance, but are also improving in the attention given by the members, and a growing interest is manifested in many ways. In fact, I think we are receiving more solid benefit through the medium of "teachers' institutes" than from any other source.

NORMAL SCHOOLS.

Nine appointments have been sent to the Department admitting members to the Albany normal school, an institution that cannot be too highly appreciated by the public. Wherever the graduates from its halls are permitted to enter our schools, the sturdy hand of thorough training is invariably felt.

Thanking the Department for past favors,

I am, respectfully,

W. L. HOYT,

CHARLTON, December 15, 1880.

School Commissioner.

SARATOGA COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In compliance with your request, I send the following report of the condition and needs of the schools under my supervision.

BUILDINGS.

During the past year, much more than the usual amount of building and repairing has been done. In the town of Edinburgh, three

new buildings have been erected; two of them, in districts No. 6 and 7, are of the ordinary kind, while the one at Batchellerville has two departments, and is well supplied with the substantial for good work, health and comfort. The same may be truthfully said of the new buildings at South Glens Falls, district No. 1, in the town of Moreau. The old building, with only two small rooms, has been so altered and enlarged that the new one now contains four large rooms, besides one for recitations. By this improvement, the children can be much better taught and accommodated than ever before. In addition to the improvements already mentioned, in nearly every town in my commissioner district, from one to four houses have been painted, reseated or otherwise furnished and improved; all of which shows an awakening and growing interest on the part of patrons, for the well-being of our schools.

TEXT-BOOKS.

The law regulating the use of text-books in school has not amounted to much. In the year it went into operation, the "National Series," with but very few exceptions, was in use in my schools. At my suggestion, by letter, the voters adopted this series, thereby avoiding the trouble and expense of meetings of trustees, a change of books and securing a uniformity of books throughout my entire district.

TEACHERS.

After several years of thorough study and work, in school supervision, I fully believe that one of its principal defects is the result of the loose system in vogue of licensing teachers. To correct this evil as far as possible, at the beginning of my second term of office, the commissioners of Saratoga county, in a circular bearing date January 1, 1879, adopted the following plan for the examination of applicants, viz.:

In pursuance of sub. 5, sec. 13, title 2 of the amended school law, we, the undersigned school commissioners for the county of Saratoga, have ordered, that during 1879, '80 and '81, *only public examinations* of applicants for license to teach in said county will be held, commencing at 9 o'clock A. M., as follows, to wit:

Ballston—First Saturday in February, May, October and November.

Mechanicville—Third Monday in April and October.

Crescent—Third Tuesday in April and October.

Jonesville—Third Wednesday in April and October.

Charlton—Third Thursday in April and October.

Galway—Third Friday in April and October.

Saratoga Springs—Second Saturday in February, May, October and November.

Batchellerville—Fourth Tuesday in April and October.

Day Center—Fourth Wednesday in April and October.

Jessup's Landing—Fourth Thursday in April and October.

Fortsville—Fourth Friday in April and October.

Schnylerville—Fourth Saturday in April and October.

Applicants must be present at the beginning of an examination, present testimonials of character, and be at least eighteen years of age. They must pass a thorough examination in reading, penmanship, spelling, definition, arithmetic, geography, English grammar and United States history. They will be expected to have a general knowledge of the use of globes and charts, general history and literature, methods, school management, civil government and school law.

The practice of indorsing the certificates of non-resident teachers will be discontinued, and hereafter they will be required to conform to the same rules required of resident teachers.

For the two years last past, without a single exception, this plan of public examination in class and school has been faithfully carried out in my district. The fruit of this work has been the elimination of unqualified teachers from the school room, and filling their places with others of ability and culture. During the year just closing, eighteen graduates and thirty-five undergraduates from the normal school have taught continuously in my district alone. In this year, I have made ten appointments—one to Oswego, two to Geneseo and seven to Albany—to these schools.

ACADEMIES AND PRIVATE SCHOOLS.

The academy at Saratoga Springs, under the able management of Professor Charles F. Dowd, supported by an efficient corps of teachers, is deserving of especial mention. Besides affording a scientific and classical course for ladies, in a new department of it, young men are fitted for business and college. The school is very worthy of its high reputation and large patronage.

Of the private schools now in a healthful and prosperous condition, we mention one at Batchellerville, taught by Mrs. E. J. Person, a veteran normal; another at Saratoga, Miss Lizzie Spence, teacher, and another at Middlegrove, Miss Alice H. Cadman, a normal graduate, teacher. The average number of pupils attending each of these private schools is about 30, and the instruction is generally very satisfactory to patrons and pupils.

CONDITION OF SCHOOLS.

All of the union schools under my supervision are doing excellent work, and are enjoying much prosperity. Seventy-five of the ordinary common ones are also in a prosperous condition. The causes of this prosperity are a reasonable amount of wealth and intelligence on the part of patrons, good buildings, efficient teachers and school officers. The remaining 37 are lacking in one or more of these essentials, and consequently in prosperity accordingly.

TEACHERS' INSTITUTES.

Two good institutes have been held this year, each one lasting one week; the one at Saratoga Springs, beginning April 19, received the instruction of Professor Jas. Johonnot, of Ithaca, and Professor John Kennedy, of New York; and the other at Ballston, beginning December 20, received the instruction of the last named gentleman and Professor R. E. Post, of Ithaca. The attendance of teachers at each of these institutes was very large and punctual, and the instruction thorough, practical, and consequently very interesting and profitable. Much interest was added to each session by the presence and words of counsel of Hon. Neil Gilmour, our worthy and efficient Superintendent of Public Instruction.

LABOR.

Our last year's work includes thirty weeks spent in making 226 visits to the school room, and 45 more on district matters; two weeks at the teachers' institute; three on reports, and four in the examination of applicants, besides Saturdays, any regular office day in Saratoga. In the performance of each duty devolving on me, while acting for the greatest good of the schools, I have endeavored to deal justly and kindly with all interested parties.

WANTS.

Briefly stated, they are included in the necessity for some plan, sustained by law, that will put the trained teachers from our normal schools, and from all other good schools for the training of teachers, into our common schools *to stay*; that will cause our teachers and school officers, in the absence of a good excuse, to attend the teachers' institute for the whole time required; that will give to the commissioners the teachers' and trustees' reports in due time and form, and that will put school buildings in proper order for efficient teaching, minus the delay, confusion and discord now attending the formulas of our present system.

With thanks to the Department, teachers, and all others, for favors received,

I am, very truly yours,

JOHN W. SHURTER,

School Commissioner.

SARATOGA SPRINGS, *December 27, 1880.*

SCHENECTADY COUNTY — RURAL DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your demand for a written report of the condition of the schools under my charge, I have the honor to submit the following statement :

WORK ACCOMPLISHED.

During the past school year, I made 119 visits to schools under my supervision, and in reply to your interrogatory as to the impressions made upon me as consequences of these visitations, I beg leave to say that I prefer speaking generally of the visits of school commissioners.

It is better to visit a school without informing teacher and pupils of your coming. Why? The school will be found in its every day dress. No cramming will have been performed to get ready for the commissioner. Teacher, scholars, school room, and all the surroundings will be found as they are each day. No "fuss and feathers." No extra fixings. No cleaning up of school room, grounds, etc., for this particular occasion, but the school will be found in its every day life. The teacher should be asked to conduct the school in the same manner as conducted each day. No change of order whatever. The commissioner can at the close of, or during a recitation, ask such questions and offer such suggestions as may seem proper. I have always found both teachers and pupils apparently pleased with my visits, and in many cases teachers have declared themselves under obligations for hints on methods and manner of teaching, also controlling and disciplining.

I have licensed eighty-five teachers. Have no written or printed questions already prepared, and with answers all written out. Seldom use a text-book. Frequently ask for a letter. From it get their writing, spelling, composition and, of course, grammar, punctuation, use of capitals, etc. I think school commissioners would be glad to be relieved of the responsibility of examining teachers, and I venture to suggest a change. Make your institute conductors an examining board. Meet for that purpose in each commissioner district once in each year, holding a session of one or more days according to work to be done. No certificate to be granted for less than one year. Certificates good (unless revoked) in any common school district in the State; issued, if you please, by the commissioners, on recommendation of board of examiners.

You also ask for suggestions as to apportionment of public moneys, etc. I would increase the amount of public money by increased State taxation. Make the districts nearly free from local taxes for teachers' wages. Although the alteration of school district boundaries is a source of much annoyance to commissioners, I don't think any change desirable.

You ask me to report generally the condition of the schools under my charge. When I look back to my school days passed in a

number of the districts now under my supervision and note the improvement in buildings, grounds, text-books, teachers and range of studies taught, I then can see and feel that our schools are improving each year. As the children are better taught, they make more intelligent men and women, and as a natural consequence are more interested in live teachers and live schools.

The effect of the institute held in my county has been and is most salutary. Many of my teachers have expressed themselves as under great obligations to your corps of instructors for valuable lessons on school work, discipline and general school management. Notably to Prof. Lantry, who has been with us four times, and although he has repeated his visits, he is not a repeating instructor, but always new, fresh and practical.

Many of the patrons of the schools do not understand the institute, its workings, etc. This year I invited, specially, the trustees to be present on Thursday, during the session of the institute, and I assure you they were very much pleased with its operations.

Our institute, held last September, was a grand success. Fail is not the word with two such conductors as Professors Lantry and Northam. By the unanimous vote of the institute, and with your permission, they will conduct our next one, to be held during the coming spring.

There is one private school in my district, located in the village of Quaker Street, town of Duaneburgh, and is doing good work; giving the young men and women an opportunity for a higher education, without leaving home.

The normal schools are regarded with much favor among people who are acquainted with their object and have seen their results. A few of the graduates teach that but little is known by the people of their great usefulness in fitting and preparing teachers to instruct common schools. A term or two of teaching, after graduation, and then the young men go into "business," and the young women into matrimony. If the work designed by the Legislature for the normal schools to accomplish was to educate teachers, and also to have them continue teaching, my opinion is that the Legislature has been hoodwinked and is being humbugged.

You say it has been alleged that the office of school commissioner ought to be abolished. I have entertained the same thought sometimes when riding through storms of pelting rain and floundering amid mountainous drifts of snow, in order to reach some far off school house; but at length the sunshine comes again, the shower over, the snow-drifts have gone, and once more hope animates the human heart. There always have been grumblers, and I expect ways will be.

It strikes me I have somewhere heard it alleged that the office of Superintendent of Public Instruction should be abolished. Only a grumbler. Some theoretical teacher, great on educational papers, can be read at associations, dissatisfied with the office because he is not the officer.

In closing this report, I desire, especially, to sincerely thank you and all connected with your Department, for many favors and courtesies shown me during my term as commissioner.

Your obedient servant,

H. MAYNARD AKIN,

School Commissioner.

SCHENECTADY, *December 15, 1880.*

SCHENECTADY COUNTY — CITY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— Your circular of July 20, 1880, calls for a written report containing such information and suggestions concerning the schools of this city as may be considered to be of public interest or importance.

The statistics of the schools will be found in the tables accompanying your report, and hence it seems to be unnecessary to state them again in this place. A careful examination of the financial statement will show that the cost *per capita*, based on the average attendance in our schools, is very much below the average cost in the cities of the State, and probably less than the same in any other city. This is, doubtless, owing to the fact of a greater number of pupils to a teacher, rather than that the average salary is so much below that in other places. In those cities where annual reports are manufactured chiefly for home consumption, great stress is often given to this point; but it is doubtful whether it is wise to bear down heavily upon it. The idea is getting itself slowly distilled into the minds of the people at large, that the laws of political economy obtain in the business of education as strongly as in other departments of life. If good teaching is wanted, good wages must be paid. If the right kind of development is sought for, the surroundings must be substantial and wholesome. In these days every thing of value costs money; and, hence, when claims of very great economy in school matters are made, a chance is left for a suspicion that the article of education furnished may be of an inferior quality, say, from fair to good, instead of gilt edged.

There is one question which will soon confront the boards of education in the various cities of the State. What shall be done with the superannuated teachers of the public schools? The graded system has been in operation a quarter of a century or more, and there are many teachers who have been connected with the schools since this system was established. The time is soon coming when it will be necessary that they retire to make room for younger and more efficient teachers. How shall their retirement be brought about? Had they been paid a salary sufficient to enable them to provide for the inevitable rainy day, it might be kind and just to ask them to resign. This, however, has not been done. The scanty

pay has all been expended in their support. The proposition has been broached that they be pensioned; that after a continuous service of twenty-five years, they be allowed to retire upon half pay. The papers are full of the question, what we shall do with our ex-Presidents. The officers of the army can be retired upon half pay at a certain age. An immense sum is annually paid out by the general government to pension its ex-soldiers. At the last election an amendment to the State Constitution was adopted, to pay those justices of the supreme court who might be so unfortunate as to become seventy years of age, during their term of office, the full pay to the end of the period for which they were elected. Why should a justice of the supreme court, who has received six or seven thousand dollars per annum, be paid that amount for several years after the law deems him unfit for duty, and a teacher who has taught twenty five years, for three or four hundred a year, be turned out to grass without a cent? The fact is, boards of education will be slow to discharge teachers who have faithfully given the best years of their life to the service; hence, many of these teachers will continue on — will be compelled to continue teaching, greatly to the detriment of the schools. May I venture to express the hope that your report to the Legislature will contain an earnest recommendation, that provision be made by them, allowing boards of education to retire teachers who have a record of twenty-five years' continuous service in the schools of the State.

An attempt has been made to increase the efficiency of the instruction in industrial drawing in our schools. Mr. R. G. Chase, representing Prang & Co., spent some time with us instructing the teachers. This has resulted in a more systematic method of teaching this very important branch of study.

The schools of the city are generally in a flourishing condition.

Respectfully submitted,

S. B. HOWE,

Superintendent.

SCHENECTADY, *January 17, 1881.*

SCHOHARIE COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.— With pleasure do I comply with your request for a written report of the condition of the schools in this commissioner district, and of my official acts during the school year ending September 30, 1880; and in addition to the facts and figures contained in

my financial and statistical reports heretofore made and filed in your Department, would respectfully submit the following statements:

During the months of December, January and February last, I visited 98 of the 102 schools in this commissioner district; leaving only four schools that were not visited by me during the winter term. And the only reason why I did not visit these four schools during the said term, was the fact that no school was being taught in these districts upon the days on which I went to their neighborhoods for the purpose of visiting these schools.

During the months of May and June last, while the summer term was being taught, I visited 98 of the schools; the remaining 4 schools were not visited by me during the summer term for the same reason that a like number were not visited by me during the preceding winter term, and without any fault of mine. In all, during the year, I made 196 visits; and visited every district school in this commissioner district once, and all but 8 twice. In making my official visits, I have endeavored to appear to the teachers and scholars in a kind and friendly manner, and to cause them to feel that I was interested in their success and happiness as individuals, and as schools. If from any thing that I have heard or observed, I thought a word of advice was necessary or proper, I have given it in such a way, and at such a time, as I thought it would do the most good. To those teachers and schools that were doing well, I have suggested to try and do even better; to those that were not doing so well, I have kindly urged the necessity of improvement; and to all I have endeavored to give support and encouragement.

Of the impressions that I have received as consequences of these visitations, I would say that, in this commissioner district — and I believe the same is to a great extent true of every other — there is a variety of teachers employed, as well as schools taught; and, in fact, in every thing connected with the schools and school property.

There are in this district some well built and well furnished school-houses; but by far the larger number of them are old, poorly built, and are not well furnished with such conveniences and apparatus as serve to make the school room comfortable and attractive. One new school-house has been built, and several others have been repaired, during the past year. They have been furnished with neat and comfortable furniture, and speak well of the enterprise and intelligence of the communities in which this good work has been done. More of this same kind of work is greatly needed in many of the other school districts; and I trust the time is not far distant in which much more of this kind of work will be done.

According to the reports of the trustees of the several school districts which compose this commissioner district, the whole amount of money, during the past year, raised and expended for school-houses, sites, fences, outbuildings, repairs, furniture, etc., was the sum of \$1,404.08; which would be an average expenditure of about \$13.77

for each school district. But \$900 of the sum before mentioned was expended in the building of one new school-house; which amount, taken from the said sum of \$1,404.08, would leave the sum of \$504.08, which is the whole sum that was expended, during the past year, for the purposes aforesaid, in all the school districts, one excepted, composing this commissioner district, which would be an average expenditure of about \$5 for each school district. The school-houses and sites of this commissioner district are valued at the sum of \$40,213, which would make the average value of the school property in each school district about \$394. The assessed valuation of the taxable property of the district is reported to be \$3,393,600, which is probably about one-third of its real value; which would make the average assessed valuation of the taxable property of each school district about \$33,270, and the average real value about \$99,810.

From these figures it will be observed that in this commissioner district, to every dollar invested in school property, there is other property, the assessed valuation of which is about \$25, and the real value of which is about \$255. These figures do not seem to me to bear the right proportion to each other. And the oftener I visit the school-houses, the firmer I become in the conviction that the people of my district should be more liberal in their expenditure for school-houses and school property. And as I have done in the past, so in the future, I propose kindly to suggest to the people as I go about that it would be wise as well as profitable for them to use a larger proportion of their means in building comfortable school-houses, upon pleasant and attractive sites.

Of the school-houses in this district, only two are built of brick; the remaining 100 are frame buildings.

The schools are all common district schools, except one—the union free school at Schoharie. This school is in the village district, which has large and well appointed grounds; a large, substantial and conveniently arranged school building, well furnished with library and school apparatus, and an excellent and efficient corps of six teachers. With these facilities, it may be truly said that the youth of Schoharie have more advantages, and better educational facilities, than have the youth of any other school district under my jurisdiction. And it seems to me that the cause of education would be greatly promoted in this district were there more schools of the kind, and conducted like this.

Three other schools employed two teachers each, at the same time, during the past school year. The remaining 98 schools were taught by but one teacher each, teaching at the same time.

The whole number of licensed teachers employed at the same time for at least 28 weeks, during the past school year, was 109. The number of male teachers so employed, during some portion of the year, was 89. The number of female teachers so employed was 111; making the whole number of teachers engaged in teaching, during some portion of the year, in the public schools in this district, 200.

These figures indicate a frequent change of teachers. And, in fact, it is of quite common occurrence for one teacher to teach the school during the winter and another during the summer term. Sometimes these changes are necessary and beneficial; but I am inclined to the opinion that in many instances changes should not be so frequently made.

Of the whole number of teachers employed as aforesaid, 196 were licensed by a commissioner, 3 by the State Superintendent, and 1 was a graduate of the normal school.

I hope and expect that in the future there will be engaged in teaching, in this district, a larger number of graduates from the normal, as I have given to quite a number of persons who have taught, or who expect to teach, certificates to attend the normal school at Albany. As to the qualifications and ability to teach, of the 200 persons employed in teaching during some portion of the school year, my observations in the several school rooms cause me to say that some of them are superior teachers; persons possessed of good natural ability and qualifications, and of sufficient learning and experience to teach, and they were teaching excellent schools. There were others who have not had experience in teaching, and whose advantages for qualifying themselves as teachers have not been so great, but who were trying to make the most of their opportunities, of fair ability, and who, under all the circumstances by which they were surrounded, met with a fair degree of success. As a body of teachers, I think that those who have been employed in this commissioner district, during the past year, will compare favorably with those of the adjoining counties; and in learning and ability to teach are fully equal, if not superior, to those persons who were formerly employed as teachers in this district.

The average wages paid teachers per week for the winter term, including board, for each school district, during the past year, was \$6.86; for the summer term it was \$5.37. From these figures and from personal observations, I am of the opinion that, as a general rule, the teachers so employed have justly earned the sums of money that have been paid to them for their services, and even more. In 74 of the school districts, the teachers boarded around among the inhabitants of the districts and the patrons of the schools. In 28 districts they did not board around. Of the 101 districts from which reports for the past year have been received, 87 had but one trustee; 2 had two trustees; and 12 had three trustees each. Ninety-seven districts own the school-house sites, and 4 do not. But one school-house and grounds are separated from the public highway by a fence. Eighty-five districts are reported to have privies for the use of pupils attending the schools; but 16 are said not to be provided with such a necessity. In no district, during the past year, has school been taught on Saturdays. In all the districts the teachers have verified the registers kept by them. In 73 districts the trustees are reported to have kept a record of their

financial transactions in the district books ; and in 27 districts they did not. Only 81 of the 102 districts are supplied with a copy each of the Code of Public Instruction. It seems to me that the Legislature of this State would do a wise and a profitable thing, if at its coming session it would make an appropriation of State funds large enough to furnish every school district in this State with a copy of a new revised and amended edition of the Code of Public Instruction, containing all the school laws now in force, the decisions of the courts pertaining to the schools, and the decisions of the Superintendent of Public Instruction, down to the present time.

Many important and material changes have been made in the school laws ; new ones have been enacted, and many decisions have been rendered by the courts of law, and by the State Department, since the Code of 1868, the last edition of the Code that was furnished by the State to the school districts of the State for the use and guidance of school officers. No laws of the State of New York affect a larger number of persons, or property of more value, than do the laws pertaining to school districts and our common school system. Hence the great propriety and necessity of furnishing those having charge of the schools, and the care and management of the school property, with all the latest and best information and authorities concerning their powers and duties. I hope when I come to make my next annual report, that I may be able to say that every school has been supplied with, and has for its use, a copy of a new and complete Code of Public Instruction.

There were residing in this commissioner district on the 30th day of September last, 5,116 children between the ages of five and twenty-one years, of whom 4,149 attended the district schools during some portion of the year ; leaving the number of 967 of school age who did not attend these schools during some portion of the year. The average daily attendance of children upon the public schools in this district, during the past year, was 2,013.

The whole number of days' attendance upon the schools of this district, for the year, was 344,321, and the whole number of days taught was 16,226, which would make the average daily attendance for every day taught about twenty-one. Only one school in this district had an average attendance of over 100 pupils ; five had an average attendance upon each of fifty and upward ; thirty-one had an average attendance of twenty pupils and upward, and twenty-three of the schools had an average daily attendance of less than ten pupils each.

These facts and figures may suggest the question : Why this seemingly small average attendance upon the public schools ? Besides this question, they may also suggest this answer to the question : That the people are not interested in the success of the schools of their respective districts, and are indifferent to the cause of education.

But not so; these are not the real causes or the true reasons that should be given in answer to the question. While I admit that, in my judgment, the people of this district should be more deeply interested in the cause of education and in the public schools than they have been and now are, they pretty generally appreciate the value of the schools and the educational advantages that the public school affords. As evidence of this, the figures show that a large per cent. of children of school age, residing in the several districts, attended the schools during some portion of the year. Nor, as a general rule, is it the fault of the teachers that the school-houses are not well filled with pupils. As a body, they are competent and earnest workers in the cause in which they are engaged. The real and only true answer to the question seems to me to be this: The fact that there are but few children of school age residing in the districts in which these small schools are to be found. In very many of the school districts, the number of children lessens rather than increases every year. This is true in regard to districts whose boundaries have remained the same for many years; and in them to day there are not more than about one-half or one-third as many children as there were twenty or twenty-five years ago. There are just as many, and perhaps a greater number of families; but there are not so many children in a family, as a rule, now as there was then.

Another question might be suggested by these facts and figures: Would it not be well to alter the boundaries of the districts, and consolidate them, putting several small districts together, thereby forming one large district; and as a consequence a large school in the place of several smaller ones? I would answer this question by saying that, in my opinion, it would not be well to do this in the matter of most of the school districts that are outside of the larger villages.

And for this opinion, among other reasons that might be given, I would state that most of the school districts in this commissioner district embrace within their respective boundaries quite a large section of country, extending in either direction a distance of one to three miles. By uniting two or more of these districts into one, the distance that a large number of the children would be obliged to pass over, in going from their respective homes to the school-house, would be increased to such an extent that it would be difficult and impracticable for them to attend the school, at least during the greater portion of the school year. So that while the size of the district would be increased, the average attendance upon the school would not probably be materially increased by the consolidation. And I am also inclined to the opinion that, while the quality of the school might be improved by the union of districts, the number of children that would be discommoded, and virtually deprived of the advantages of the district school, would be greater than would be the number that would be materially benefited by the

change. I think that the district schools should be of such a number and so situated as to give opportunities to acquire a practical education to the greatest number, with as little inconvenience as may be. For these and other reasons that might be assigned, I would not at present recommend a change in the territory composing the school districts outside of the villages in this commissioner district.

According to the reports of the trustees of the several school districts, the whole amount of school money on hand in the several districts, on the 1st day of October, 1879, the commencement of the last school year, was \$404.89. The amount of the public moneys that was apportioned, during the year, by the commissioners, among the districts, was \$11,572.32. The amount received as the proceeds of gospel and school lands was \$9.25. The amount raised by tax was \$6,933.48. The amount of moneys actually paid, together with the estimated value of teachers' board where the teachers boarded around, was \$5,728.85. The amount received from sources not named was \$1.87. And the total amount of school funds received from all sources, for the school year ending the 30th day of September 1880, was \$24,650.66.

This sum of money is accounted for in the following facts and figures: There was paid out for teachers' wages, during the year, the sum of \$21,063.16; for libraries, \$16.07; for school apparatus, \$33.06; for colored schools, \$105; for school-houses, sites, fences, outhouses, repairs, furniture, etc., \$1,404.08; for other incidental expenses, \$1,647.22; and the amount reported as on hand, on the 30th day of September, 1880, was the sum of \$352.07.

In the apportionment of the State moneys, during the year, there was apportioned among the several school districts the sum of \$166.41 for district libraries, which sum is included in the amounts before mentioned. Of the sum so apportioned for library purposes, it appears that only \$16.07, being less than one-tenth part of the sum so set apart for library purposes, was used for the purchase of books; the remainder of said sum, being to the amount of \$150.34, was used for the payment of teachers' wages. In this connection, other facts reported are worthy of notice. The number of volumes in all the school district libraries of this commissioner district is reported to be 4,121; and the estimated value of all of said libraries put together is \$1,519. The number of districts that have book-cases for their libraries is 54; the number that have none is 48. Sixty-four districts report that they have libraries; and 38 that they have none. It must be evident to any person, from these facts and figures, that it is of but little use, in this district, for the commissioner to apportion among the school districts a separate fund for library purposes. Under the school laws now in force, the trustees are permitted to use the library money for the payment of teachers' wages, when the amount apportioned to their

respective districts is less than \$3. From the records of the last apportionment, it appears that there were only 8 school districts that received \$3, or a larger sum, for library purposes. And nearly all of the districts took advantage of this permission given them by the law, and used the small sums of library money apportioned to them in the payment of teachers' wages. Nor has the past been an exceptional year; but for many years the same fund has been disposed of in the same way. It seems to me that the law making power of the State should either repeal the law now in force, and pass another prohibiting the use of this fund for any purpose, except for the purchase of books, and increase the amount thereof to a more respectable sum; or should repeal all the statutes now in force in regard to library money, and dispense with that as a separate fund entirely. It appears very much like a useless waste of time and labor for the commissioner of this district to carefully apportion, in a separate apportionment, so small a sum of money as \$166.41 among 102 school districts, in proportion to the number of children in each between the ages of 5 and 21 years, for library purposes, when the fact appears that but \$16.07 of that amount has been used for the purpose for which it was designed. Better increase the amount of the fund to a respectable sum, and by law restrict its use for library purposes only, or do away with it as a separate fund entirely, and apportion all of the school moneys received from the State directly for the payment of teachers' wages. In other respects, the school laws in relation to the apportionment of the school funds seem to me to be just and practicable, and at present I have no other changes in them to suggest.

In the matter of the settlement of local and neighborhood difficulties arising in school districts out of school affairs, I would suggest a change in section 6, title 13, of the General School Laws of the State of New York; which section reads as follows: "In any action against a school officer or officers, including supervisors of towns, in respect to their duties and powers under this act, for any act performed by virtue of or under color of their offices, or for any refusal or omission to perform any duty enjoined by law, and which might have been the subject of an appeal to the Superintendent, no costs shall be allowed to the plaintiff, in cases where the court shall certify that it appeared on the trial that the defendants acted in good faith." I am of the opinion that it would contribute to the peace of the districts, and that justice would be more likely to be done between school officers and teachers or between the inhabitants of the district and officers and teachers, and with less trouble and expense, to amend said section by striking therefrom these words: "In cases where the court shall certify that it appeared on the trial that the defendants acted in good faith." From observation, I am inclined to the opinion that, under this section as it now stands, in some of our courts that are limited in ability as well as in jurisdiction, manifest injustice is

frequently done to school officers and their districts in suits at law, by the refusal of the magistrate to make the certificate required by the section. I would advise that all power and discretion in the matter of costs should be taken away, leaving the plaintiff in an action of the kind, and for the causes aforesaid, to pay his own costs, even though he should recover a judgment for damages in the suit. Were the change made in the law, I think there would be a less number of vexatious lawsuits over school matters, and consequently less trouble and costs made.

In the laws pertaining to the employment of teachers in the schools, and the methods connected therewith, no changes suggest themselves to me under existing circumstances as advisable.

The teachers' institute for Schoharie county was held at Cobleskill during the week commencing the 25th day of October last. It was conducted by Profs. Lantry and Northam, and was well attended by the teachers and people of the county; was well instructed and conducted; and in all respects, so far as I am able to judge, was fully equal, if not superior, to the many successful institutes of the county held in former years. The number of teachers in attendance was about 300. And I think that no person, be he teacher or not, could have attended any of the sessions of said institute without hearing and learning many new, interesting and practical things. I believe that this and former institutes have been of great and lasting benefit to the teachers of the county; that the cause of education has been advanced thereby; and that public sentiment is strongly in favor of holding them. And I also believe that the money expended by the State in holding teachers' institutes, and in furnishing conductors for them of the kind and character that have been held and furnished for this county during the past few years, is usefully and profitably invested.

As to the normal schools and the influence that they exert, I would say that, from the visits that I have made at the schools taught by their graduates, and by persons who have attended them but for a few terms, I have formed a favorable opinion of them, and also of the practical common sense methods of imparting and receiving discipline and instruction which they have adopted.

From these and other sources of information, I am convinced that these schools are of great value and importance to the cause of education; that the State could ill afford to dispense with them; and that, as a general thing, they are accomplishing the work designed by the Legislature when they were established.

In this commissioner district there are no academies; and only six private schools have been taught during the past year. These schools were attended by 164 pupils, which would make an average number of about 27 pupils for each school. I have not visited these schools, but am acquainted with most of the teachers and pupils, and have had opportunities to know something in regard to the

methods of teaching adopted in them, and the general management of them.

These schools are doing a very good work, and meet with a fair degree of success; but, from my knowledge of them, I incline to the opinion, that their existence is owing more to the crowded condition of the neighboring district schools than it is to any superior educational advantages that they offer. One union free school established in a certain village that is in great need of such a school would effectually dispose of four of these private schools reported. The remaining two private schools are but temporary affairs.

During the last school year, as commissioner, I granted to teachers licenses to the number of 190, which were graded as follows: Of the first grade, 22; of the second grade, 105; and of the third grade, 63.

During the month of March last, I passed one day in each of the eight towns comprising this commissioner district — of which due and timely notice had been given — in the examination of applicants for licenses to teach. And while a large number of teachers were examined upon these days, perhaps a larger number of them have been examined by me at the institute, and at my office, upon other days than those specified. As to the methods that I have pursued in examining and in licensing teachers, I would state that in determining the question as to whether I should grant or refuse a license to the applicant, and if I decided to grant one, the grade thereof, I have considered the age of the applicant, the number of terms taught, if any, the number and grade of former licenses held and by whom granted, where educated, the kinds of studies and the extent to which they had been pursued by the applicant. All of which facts I would endeavor to ascertain by an oral examination, or from such other evidence or documents as would be competent to prove the facts that were sought to be established. If, from these oral examinations, it appeared that the applicant held a license granted by a former commissioner of this district, or by one of an adjoining district with whom I was acquainted, and in whose good sense and judgment I had confidence, and unless some good reason was made to appear why I should not do so, I would usually grant to the applicant a license of the same grade as the one formerly given by another commissioner, without any other or further examination. In the matter of license, as in the practice of law, I recognize the rule, "Stand by the decisions," and reverse them only for good cause. But if the applicant had never been licensed, it was customary for me to submit to him or her, for answers or solution, about ten carefully selected written questions upon each of the following subjects: orthography, grammar, geography, history and arithmetic, and sometimes algebra, to which questions I would require answers or solutions in writing, to which would be added about ten carefully selected test words to spell and define in writing. A short reading exercise would follow, in which the applicant would be required to

give the names, and to explain the uses of the several marks and pauses that might be found in the verse read, and also to give some of the general rules relating to emphasis, inflection and good reading. A writing exercise and some questions pertaining to civil government would generally complete the examination.

This is substantially the course that I have adopted in the examination of teachers. I prefer this half written and half oral examination to an examination that is entirely written or an entirely oral examination. I think it is the fairest to the teacher, and is the best calculated to test his character and ability, and at the same time it makes a sufficient record as to his qualifications.

If from the examination thus made I conclude to grant to the person so examined a license, the next question that suggests itself is, What shall be its grade? In determining this question, I have conformed to certain rules, one of which is not to grant a license of the first grade to a person who has never taught, no matter what his or her qualifications were aside from experience. Another is to grant only a third grade license to a person who has never taught, unless that person has had educational advantages superior to those of most applicants.

But, as appears by the figures before given, I have granted a larger number of licenses of the second, than of both of the other grades. They have been granted generally to persons who have had some experience, and have met with a fair degree of success as teachers. I have given teachers third grade licenses to teach in certain schools whom I would not have licensed to teach in certain other schools. I recognize the fact that teachers of quite limited qualifications will succeed quite well in certain districts, whereas in certain other districts they would utterly fail.

I believe that in the matter of licensing teachers, every case should not be disposed of by the application of some high standard of qualifications and inflexible rules. I am aware that in these progressive times much is said about raising the standard of qualification for teachers. And not unfrequently the commissioner is the subject of the criticism of enthusiastic educators, whose theory as such is all very well, but whose practical applications are quite as faulty as are those of the person with whom they find fault. I am in favor of raising the standard of education and of the qualifications of teachers; but I do not believe in planting their standard on ground so high that only an exceptional few of the persons who are needed, and who should rally around and uphold the same, can reach it. I would have a good situation for every teacher, and every teacher able and competent to wisely fill that situation, were I able to control these things; but I am not, nor would any other person be able to do so. I believe in taking a common sense view of the circumstances by which we are surrounded, in both private and official life, and in making the best practical use of the situation. I can see no good reason why a more arbitrary rule should be applied

to persons who engage in teaching than to persons who engage in other public professions or business.

No person would expect that a Beecher or a Talmadge would accept the position of pastor of a small congregation that assembles for religious worship on Sunday in a small church or school-house on the hill tops of this county. And the reasons are so obvious that I need not give them here. These people, by their situation in life, are compelled to listen to preachers of less ability and experience. Would it not be just as consistent for these communities to say that unless we can have one of these great and learned divines to preach the Gospel to us, we will have no public religious services, as it would be for these same communities to say that unless we can have a graduate of some college, or of the normal school, or some teacher who is possessed of great learning and ability, we will not have a district school taught in our midst?

There are school districts in this commissioner district in which the assessed valuation of all the taxable property in the district does not exceed \$10,000, and the number of children of school age does not exceed ten, and the greater number, if not all of them, are not far advanced in their studies, in which district a school should be taught.

Now, in a case like this, what is the duty of the commissioner in the matter of licensing a teacher to teach this school? It seems to me that he should grant a license to teach that school to some person of good moral character, whose learning and ability are as good as a district of this kind could probably get. I think that neither a commissioner nor his rules for licensing teachers should be so arbitrary or inflexible as to practically deny to any number of children the advantages of the school, even though from necessity it must be, in every sense of the word, common.

During the past year, I have received only kind and respectful treatment from the pupils, teachers and school officers of the district; and the people have been generous and have welcomed me to the hospitalities of their homes. The newspapers of the district have been just and kind in speaking of my official acts, and their columns have been generously offered to me for the purpose of giving the people information concerning the schools and the cause of education; all of which I appreciate, and for which I am thankful.

In conclusion, I would thankfully acknowledge the many favors and the kind and honorable treatment that I have received from the Department of Public Instruction, and from those persons who have been connected therewith, during the past, and earnestly hope that in the future, by well doing, I may merit a continuance thereof.

Very respectfully yours,

WILLIAM H. ALBRO,

School Commissioner.

MIDDLEBURGH, *November 30, 1880.*

SCHOHARIE COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In compliance with the requests of your circular of July for a written statement relative to the condition and wants of the schools in this commissioner district, together with the impressions received while acting officially, I cheerfully submit the following for your consideration.

The annexed table prepared and copied from minutes made while visiting schools in the respective districts, during the summer term, furnish statistics not contained in my general report which has been forwarded to you.

The whole number of teachers employed in this commissioner district during some portion of the last school year was 198, consisting of 104 males and 94 females. One hundred and forty six of this number hold licenses granted by myself — 42 were licensed by commissioners who preceded me — 6 were normal graduates, and 4 held State certificates.

In the year 1879, certificates were given to applicants as follows, viz.: 24 first grade, 70 second grade and 49 third grade. During the year 1880, I have granted 10 first grade, 74 second grade and 8 third grade licenses. By comparison you will notice that the number of applicants licensed in the year 1880 is 51 less than the number licensed in the year 1879. The result of this fact is that wages for the present term, in many districts, have increased from 10 to 20 per cent.

In conducting the examinations of teachers, I have usually selected about twelve questions in arithmetic, grammar, geography, etc.—questions involving essential principles — and have required that applicants solve and answer, correctly, 60 per cent. of these questions to entitle them to a certificate of the third grade, 75 per cent. to a second grade, and 90 per cent. to a first grade — none receiving first grade except those who have had successful experience in teaching.

While many would consider this examination a sufficient test of qualification, I am firmly of the opinion that commissioners cannot fulfill the spirit of the law which created the office they hold without occupying several days in holding examinations, in order to ascertain that those who teach cannot only solve problems in mathematics, but can explain those solutions by the philosophy of mathematics; not only that they can analyze and parse a sentence, but give evidence of a thorough and definite knowledge of language as a science. In addition to this ability, all teachers should be required to pass examination in "Theory and Practice of Teaching," exemplifying their method of conducting class exercises, etc.

I would gladly unite with all school commissioners in thus elevating the standard of examination for teachers, were public opinion in relation to schools sufficiently advanced to indorse such a course. But there is a class, not small in number, including, occasionally, a representative person, who criticise these opinions, claiming that there should be applied to schools the same general regulations which are applied to business. They insist that all business men are not rigid in exacting of their clerks and assistants arbitrary tests of qualifications; neither should teachers who desire to engage in rural districts be subjected to arbitrary examinations. We call the attention of such theorists to statistics proving that only one of every ten persons engaged in practical business succeed, and that the remaining nine fail through a lack of business principles. Hence the conclusion, in schools as in business, only fully competent persons should be assigned their management if we would make them thriving and prosperous.

By comparison of the reports of trustees from year to year, I find that few teachers are retained in the same school more than three terms, the majority remaining but one term. There are, however, a limited number in this commissioner's district who have been retained for years in the same school. These teachers, invariably, are not only persons of superior qualifications, as determined by examination, but also possess sufficient culture of mind to interest their pupils with new thoughts, ideas and suggestions, through a series of years, and receive salaries adequate to their work. Such discipline is improbable, if not impossible, to those who enter the field of teaching at the early age of fourteen or fifteen years, as is a common occurrence. In view of this idea, I have granted licenses to only two persons under sixteen years of age, one of these persons to act as assistant to a teacher of successful experience, the other being the only applicant who ever passed 100 per cent. of my examination.

In thus expressing my opinion as to the necessary qualifications of teachers, it is far from my intention to discourage any of the many faithful teachers who are endeavoring to do a good work, but rather to encourage all to attain higher qualifications, knowing that such a course would result to their own benefit as well as that of their pupils. I trust, therefore, that those commissioners who have decided to exact a more rigid test of qualifications during the next year will be sustained by the opinions of teachers.

In many districts I find the boundaries very imperfectly recorded, while in some there seems to be an entire absence of such records. This leads to much difficulty, often, in laying and collecting taxes. I, therefore, believe some provision should be made by the Department of Public Instruction, by which a complete record of the boundaries of all districts could be ascertained.

I do not concur in the opinion of those school commissioners, who,

in their annual reports, have recommended the repeal of that portion of the statute providing appropriations for the benefit of libraries, but, on the contrary, believe these appropriations should be largely increased, and all trustees positively required to invest the same for the benefit of libraries exclusively. The great want of rural districts is a source of more general information. This want can be supplied in no better way than by providing a good library for every district of the State, filled with books containing practical, useful information, instead of the almost worthless volumes usually found where there may exist a library. In regard to the apportionment of public money for other purposes, I know of no important desirable change.

Of the 103 school buildings in this commissioner's district, 101 are frame, 1 stone, and 1 brick (Cobleskill Union). The majority of these are in an average condition as you will see from the accompanying table, a portion needing repairs, while in a few localities new buildings are necessary. The greatest criticism I have to make in this direction is in reference to buildings situated in some of the village districts, where two teachers are employed, while the building contains but a single recitation room, inadequate and totally unfit to accommodate the large number of pupils who attend school.

The subject of commodious, well arranged and well ventilated school rooms was fully discussed by the conductors of our last institute on "trustees' day," which I trust will lead school officers to more thought on the subject, and cause them to make provision for proper and needed improvements.

All the schools are common except the Cobleskill union free school, situated in this village, which is in a very prosperous condition. The present faculty consists of 7 teachers; a principal, who has had twelve years' experience in public schools; three assistants, holding normal diplomas, two licensed by the State Department, and one by local authorities. During the present term, I am informed, the register shows the largest attendance since the school was organized under the union free school act, and every effort is being put forth by the board of education, faculty and patrons, to make it one of the best schools of the kind in the State.

To your inquiry as to the benefit of normal schools and public sentiment concerning them, I most emphatically reply that, in my opinion, they are doing a most excellent and efficient work in contributing directly and indirectly to a cause of education, to a degree exceeding, perhaps, that of any other agency. There is, nevertheless, a single criticism made by some in reference to them—that too many are educated at these schools who never follow the profession of teaching, or else do not pursue it beyond a limited period. Remove the cause for this criticism, and public sentiment will fully indorse and sustain them. This may possibly be accomplished by requiring all students who attend such schools to pay full tuition,

with the proviso that the same shall be refunded at the expiration of a stated period of service in the profession. Granting the defect, they should not be abolished, for as the cause of education is paramount to every interest, it is necessary that our educators themselves be properly and thoroughly educated—for as the teachers so are the schools. It is the opinion of those who have the supervision of schools, in both city and country, that the majority of our most successful teachers are graduates of normal schools. The reason lies in the fact that in teaching, as in other professions, a thorough preparation is requisite to success; and the distinctive aim of these schools is, first to qualify, and then to train in methods by which the whole work of the recitation room is reduced to a perfect system.

The teachers' institute for the year 1880 was held at Cobleskill during the week beginning October 25, with an attendance of 288 teachers. The exercises were conducted by Professors Lantry and Northam, two of the oldest instructors in the State, who so thoroughly presented their work, during the whole session, that all present were unanimous in pronouncing it one of the most interesting and beneficial gatherings ever held in the county. The instruction was, in all respects, superior, exemplifying the most improved methods, and rendering much practical information. The respective lectures delivered during the evening sessions, by Professors Lantry, Northam and Sias, enlivened by the music so well rendered by the Cobleskill choral society, were a source of great pleasure to all present. These gatherings from year to year are doubtless productive of much good, and meet the approval of nearly all classes.

An experience of five years as school commissioner has led me to the conclusion that the State, through the Department of Public Instruction, should assume complete control of our common schools; first, by educating all teachers of those schools; second, by regulating their salaries and levying a tax upon the State for the payment of the same. Such a course would obviate cheap teachers and cheap schools, so common at present. The defects of the present system of common schools, which results as above stated, are beyond the jurisdiction of the Department of Public Instruction, which, under its present able administration, is doing all in its power to promote our educational interests. The Legislature alone possesses that power, and I believe and trust the time is not distant when the law making power will see the necessity of such action, and come to the relief of common schools. Until such action shall have been taken, I believe the office of school commissioner should be filled by an appointment from the Superintendent of Public Instruction, who should prescribe a uniform course of examinations to be adopted or followed by all commissioners, in a manner similar to that adopted by the Regents, thus removing said office from all political connection.

In concluding this report, I desire to thank all connected with the Department of Public Instruction who have so generously responded to all requests and kindly assisted by their advice.

Yours very respectfully,

GEO. D. OSTROM,

School Commissioner.

COBLESKILL, *December 15, 1880.*

CARLISLE.

Number of district.	NAMES OF TRUSTEES	Names of Teachers.	Number of weeks.	Pupils registered.	Pupils present.	Average attendance.	Teachers boarded.	Building needs repairs.	Wages.
1	J. Baumes, Geo. Gardner, A. Bradt	Edwin Carr.	12	48	39	41	..	1	\$6 25
2	Geo. Ottman, S. Young, M. Burhans . . .	Carrie McNeil	4	16	13	14	..	..	3 13
3	Joint—school-house out of county.								
4	C. Prosses, Peter Race, Alvin Hoyt. . . .	Henry Borst	7	41	27	35	..	..	3 13
5	M. McNeil	C. H. McLenathan	9	53	39	41	..	..	8 75
6	Josiah Gordon	May F. Dusenbury	8	36	30	33	..	1	4 50
7	Peter Empie	Mary C. Gordon	7	44	29	30	..	..	4 75
8	Ira McDonald	Della Crandall	5	19	14	15	..	1	5 00
9	Joint—school-house out of county.								
10	" " " " " " " " " " " " " " " "								
11	A. H. Lawyer	Cyrus Burhans	3	29	20	23	..	..	4 50
12	Chester Ottman	Lottie Roscoe	3	21	18	20	..	1	3 75

SUPERINTENDENT OF PUBLIC INSTRUCTION.

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James Lawyer.....	M. E. Kling, Principal of Intermediate Departm't.	10 00
A. Baker.....	Mary McHench, Assistant.	8 00
C. H. Shaver	Almeda Brown, Principal of Primary Department.	..	..	..	10 00
	Mary Braman, 1st Assistant	..	..	..	8 00
	Amelia Brown, 2d "	..	..	..	6 00
Joshua Hogan.....	Chauncy G. Bouck.....	5	34	15	4 00
B. Wetsell, J. H. Young, J. C. Weiting.	Madison Young	3	19	13	5 00
Marcus Engle	Alice Van Valkenburgh ..	3	36	18	4 50
James Chesebro	Mary Myers.....	4	47	37	6 25
W. M. Barner, L. Glazier, H. Robinson..	E. H. Cook.....	5	50	22	5 00
Conrad Rickard.....	Ella Ruland.....	5	36	32	3 50
Charles Hallenbeck, H. Tator.....	Ella Brown	6	18	13	1 75
John Mickle	Ernest Cross	5	29	13	2 50

FULTON.

Number of district.	NAMES OF TRUSTEES.	Names of teachers.	Number of weeks.	Pupils registered.	Pupils present.	Average attendance.	Teachers boarded.	Building needs repairs.	Wages.
1	William Roesman.....	Harvey Van Voris.....	..	59	..	85	..	1	\$6 00
2	Josiah Mann.....	{ Mattie Haines.....	6	66	42	50	..	1	4 00
3	A. C. Shaver.....	Bertha Mann.....	..	..	..	..	..	..	2 00
4	John J. Jeh.....	Lottie Zeh.....	14	23	6	13	1	1	2 00
5	Daniel Joslyn.....	{ C. E. Markham.....	9	45	30	30	1	..	8 75
6		Anrelia Waldron.....	..	..	..	..	..	..	2 00
7	Philip Zeh.....	Lillie Mann.....	10	16	11	11	1	1	2 00
8	P. H. Simmons.....	Eva Teller.....	12	19	15	14	1	1	2 00
9	J. W. Pollock.....	Mira Felter.....	11	32	15	20	..	1	3 50
10	A. Mann.....	Nora Beare.....	4	18	16	15	1	1	2 00
11	W. H. Freemyer.....	D. B. Hanes.....	4	21	17	13	1	1	2 50
12	Andrew Loveland.....	Mary Smith.....	6	18	18	15	1	..	1 75
13		Sarah Levalley.....	11	20	8	12	1	1	1 88
14	J. M. Cornell.....	Ella Avery.....	11	24	12	13	1	1	2 00

JEFFERSON.

1	Joint with Delaware county.	Mrs. E. Gallup.....	7	11	6	6	1	..	2 00
2	Isaac Weidman.....								
3									
4	George Houghtaling.....	Martha Baker.....	6	6	4	5	1	1	2 00
5	George B. Minor.....	Alice Goodenough.....	4	22	20	20	1	..	2 00
6	Charles Baird.....	Carrie M. Lines	4	11	10	10	1	1	2 00
7	Joint with Delaware county.								
8	Joint with Delaware county.								
9									
10	George W. Danforth.....	Hattie Atchinson.....	4	24	24	21	1	..	2 75
11	Jacob Van Buren	Mary Bedford.....	4	25	17	18	1	..	2 00
12	David Picket	Marion Pierce.....	8	35	13	20	1	..	2 50
13	J. D. Hubbard.....	{ P. J. Henness.....	8	55	41	40	1	..	6 50
		{ Mary Steele.....	..	..	..	..	..	..	2 25
14	Ezra Nichols.....	Ada M. Taylor.....	7	19	17	15	1	..	2 50
15	George Churchill.....	Julia E. Gibbs.....	4	13	19	10	..	..	3 50
16	Hosea Spoor	Susie Clay.....	7	4	2	8	1	1	2 00

RICHMONDVILLE.

Number of district.	NAMES OF TRUSTEES.	Names of teachers.	Number of weeks.	Pupils registered.	Pupils present.	Average attendance.	Teachers boarded.	Building needs repairs.	Wages.
1	Warren Ostrom	J. D. Hogarboom	3	11	11	9	1	1	\$2 50
2	W. M. Schoolcraft	Ida Fuller	5	25	15	20	1	1	3 00
3	J. G. Wayman, W. A. Hoose, P. Foland	Libbie Frazier	6	23	15	17	1	1	2 00
4	Ira Frazier	Emma Hard	2	16	14	13	1	1	2 00
5	Enoch Brown	May Hasledon	2	22	12	20	1	1	2 00
6	John Babcock	Ophelia Silvernail	11	18	13	14	1	1	2 50
7	W. Tingle, Tobias Mickle, E. Sitzler	Alice Young	6	32	23	26	1	1	2 00
8	A. B. Larkin	Anna Hasledon	5	44	35	39	1	1	6 25
9	Daniel Armlin	Lucy Wharton	8	22	14	8	1	1	2 25
10	Wm. J. Holmes	Mattie L. Spaulding	11	21	12	14	1	1	2 00
11	Hiram Schermerhorn	J. H. Mann, Prin.	9	65	45	49	1	1	11 25
		J. B. Boorn } Primary De-		39	30	29	1	1	7 50
		Edna Mann } partment.		36	32	31	1	1	2 00
13	Charles Isham	Maria Orelup	5						2 38

No.	Male	Female	Total
1	H. Somers, H. Esnay, Ira Somers	7	15
2	John G. Empie	4	17
3	Menzo Young	8	9
4	Ira Saddlenire	3	15
5	Joel Morgan	8	33
6	Alanson Morgan	8	7
7	G. R. Abrams, M. Tillapaugh, H. Hynds	12	65
8	Joint with Otsego county	3	24
9	Josiah Bellinger	3	24

SHARON.

Number of districts.	NAMES OF TRUSTEES.	Names of Teachers.	Number of weeks.	Pupils registered.	Pupils present.	Average attendance.	Teachers boarded.	Building needs repairs.	Wages.
1	D. S. Frants.....	Verlista Shaul	11	17	9	12	..	1	\$3 75
2	E. Resigue, Seth Parsons, M. Whitbeck.	Libbie Parsons	11	27	19	18	..	1	4 50
3	Theodore Smith	Mary Barnes .....	..	34	..	20	..	..	3 75
4	H. M. Shilby	M. Somers	12	25	14	15	..	1	5 00
5	J. Ottman.....	Effie M. Fraatz	11	19	10	11	1	..	3 00
6	C. B. Fethers	James W. Harper.....	8	38	22	25	..	..	10 00
7	M. Hanson.....	Mary Van Valkenburgh...	8	26	20	19	..	1	7 00
8	A. R. Baxter.....	John A. Peters.....	11	33	15	24	..	..	5 00
9									
10	John Moak	Wilson Borst.....	..	80	..	54	..	1	8 00
11	Joint—school-house out of county.								
12	Adam Judson	Lena Collins	12	9	8	6	..	..	4 00
13	Wm. Kilts	Maggie E. Seeley	7	41	39	37	..	..	6 00
14	No summer term—28 weeks taught during winter.								
15	Jeremiah Ottoman	Libbie Hutton	21	22	18	14	..	..	5 63
17	Daniel Loucks, Daniel Moulton	Mrs. J. H. Van Schaick...	7	45	36	34	..	1	6 35

1	F. P. Beard.....	Jerome Terpening.....	6	30	25	20	..	1	6 50
2	D. A. Rider.....	Alice Evans.....	12	10	6	7	1	..	2 25
3	Joint with Otsego county.....								
4	Joseph Multer.....	Dibbie Childs.....	12	20	19	13	1	..	2 25
5	Not in session when district was visited.								
6	Henry Coon.....	Luman Carl.....	8	17	7	14	1	..	2 00
7									
8	H. Spaulding.....	Agnes Meek.....	8	4	3	2	..	..	2 13
9	James Lape.....	Milla Terrell.....	6	13	13	12	1	1	2 00
10	George Hicks.....	Carrie Lamonte.....	8	21	11	12	1	1	2 13
11	Henry Palmer.....	Alma Wharton.....	9	20	11	15	1	1	2 00
12	Abijah Brazee.....	Minnie E. Lake.....	9	11	8	6	1	..	2 25
13	H. Rifembark.....	Ruth Van Hoosen.....	12	24	13	15	..	1	3 50
14	M. Van Buren.....	Mary Rifembark.....	8	11	5	5	1	1	2 00
15	Closed when district was visited.....								
16	P. H. Payne.....	Zilpha Lincoln.....	17	30	15	16	..	..	2 50
17									
18									

GEORGE D. OSTROM,
School Commissioner.

SCHUYLER COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In response to your circular of July 20, 1880, I have the honor of submitting the following special report of the condition of schools and educational work in Schuyler county.

In offering this, my first report on the condition of education in this district, I labor under the disadvantage of a short experience in the duties attaching to the office of school commissioner. Having received my appointment on the 24th of February last, my opportunities for gathering full information are confined to the summer schools alone.

I have visited, during the summer, one hundred and twenty-three school districts, employing one hundred and thirty-nine teachers. Four schools had closed before I had time to reach them. A large part of the schools I found in charge of young teachers with little or no previous experience, and consequently doing but very little effective work toward properly training the young minds placed under their care. The lack of experience is not the only fault, but a low degree of literary qualifications and general information as well, mark the absence of that tone and polish which rounds out and finishes up the school properly guided and trained by a fully competent teacher.

Quite a large number of those of more extended experience were doing very effective service in leading their pupils up to the point of how to think, how to investigate for themselves, and to search for the reason, if a reason there be. Only by this character of instruction and guidance on the part of the teacher, can the boys and girls of our common schools become self-reliant and sound in the elements of an education. I have endeavored, as far as I was able in the limited time allotted to each school, to offer such suggestions to the teachers as I thought necessary, and words of advice and encouragement to the children, especially advising them with reference to their moral education, which, coupled with proper intellectual attainments, will result in the useful and honored citizen.

EXAMINATION OF TEACHERS.

I have licensed one hundred and forty applicants, mostly upon the basis of a written examination, in spelling, English grammar, mathematical, political and physical geography, United States history, general history, arithmetic and civil government. In preparing the questions for the examination of teachers, I have studiously avoided all catch questions, but so framed that the proper answers thereto would evince a knowledge of the principles.

I have required fifty per cent. of correct answers for a third grade license, sixty-five for a second grade, and eighty-five for a first grade; but in no case have I granted higher than a third grade license to an applicant without experience.

METHODS OF EXAMINING TEACHERS.

Accepting your invitation for suggestions as to improvements that may be made in the methods now employed in examining and licensing teachers, I would say that my opinion of the present mode is very unfavorable. In the first place there is no distinct standard erected in the State, outside the State Department and the normal schools, by which the teacher of the Empire State can be correctly measured. Of the one hundred and twelve school commissioners in the State, in all probability no two will erect the same standard; consequently, since the stream never rises higher than the fountain, or the average teacher seldom attempts to pass beyond requirements, the literary qualifications of the pedagogue in this State must be a continually varying quantity, and the cause of education in the common schools is liable to the same degree of fluctuation as the years go by. I am led to these conclusions by comparison with adjoining commissioners and previous ones in my own district. The desire to obtain political favors by granting licenses to those who are not strictly qualified for the profession is an evil that, under the present system, may attach to some to whom the tenure of office may be of vastly greater importance than the cause of education, which they are under the strongest obligations to guard and cherish during their entire term. To avoid all these, allow me to suggest that all questions which shall be proposed to applicants for licenses in the State of New York shall proceed, either from the Regents or the State Department; that they shall be of three grades, and be issued semi-annually to all the commissioners in the State, on the same day, in sealed packages, to be opened by said commissioners in the presence of the class on the day set apart for examination; that licenses shall continue in force but one year; that the answers to questions shall be treated in the same manner as they are now treated in Regents' examinations in the State; that certificates be given by the same authority that issues the questions; that the standard of qualification be raised sufficiently high, so that the boy and girl of the meanest neighborhood in the by-road regions of our State can be properly taught in the elements that tend to make citizenship a success. The rural citizen of to-day mainly received his so-called education from the common school, and how much knowledge of what constitutes citizenship, his relations to the State and nation, the organization and machinery of government, does this graduate of the common school possess? But a very small part of what is properly due him from the money expended for his education, and the good intent of those that have been fostering the interests of public education in our State. But give to the common schools a properly trained and enlightened class of teachers, and the generation of men and women that shall come out from those schools will be a blessing to themselves and an honor to the State.

APPORTIONMENT OF PUBLIC MONEYS.

There is an evil that I have discovered in talking with trustees and patrons of many of the schools of this county. I find a chronic impression, that if the school is small, anybody is good enough to teach it. And this generally means that the applicant who offers to teach for the least compensation, nearly regardless of qualifications, will be the acceptable one in that district. The people fear the tax gatherer, consequently the public money must foot the bill for teachers' wages during the twenty-eight weeks, if possible. It seems very easy to trace the connection between this policy constantly pursued on the part of a school district, and the condition of education emanating from a school thus persistently treated. I think I can readily discover the difference in the general character of the people of a neighborhood who treat their school interests in this manner, and one where a more liberal policy is displayed toward the educational welfare of their children. Thus we see that a penurious people, and a trustee elected in the same interest, can successfully block the wheels of popular education as at present organized. I would suggest that, instead of raising the balance for the payment of teachers' wages from the taxable property of the district as at present, an equitable sum be raised, either in each town or county, which shall be sufficient, when added to the moneys now raised by State tax for educational purposes, to pay duly qualified teachers a proper compensation for their services. That said moneys be collected at the same time the State tax is gathered, and apportioned to the several districts on the basis of total attendance alone. Under this arrangement, I am of the opinion that the districts that have been satisfied with the poorest teachers because they cost the least, under the present system, would be anxious applicants for the best under the new, thus tending to elevate educational influences among that class of districts.

INSTITUTES.

I regard the teachers' institute as an indispensable adjunct to the educational machinery of the State, if all the teachers of the county could be in attendance during the entire session. There being no compulsory force to bring them in, a large share of those who teach during some portion of the year, decide not to attend, for reasons of a personal nature. Hence the good results of the institute do not reach all those for whose benefit they are organized. There are so many of the young teachers who have received most, if not all, their education at the district school, where the best methods are not always adopted, that there seems a necessity for providing instruction of the character afforded by a properly organized and conducted institute, so that these young teachers may learn how, as soon as possible, to train, in a proper manner, the young minds committed to their care. It would seem but just to the interests of education, if the power that provides the means

for the benefit of those who need it, should make it compulsory upon all teachers to attend when institutes are organized in their districts.

NORMAL SCHOOLS.

As far as I have been able to gather impressions of the people in this district, regarding the efficiency of the normal schools for accomplishing the work for which they were designed when established, I find no dissenting voice. But there is a desire on the part of parents who intend their children for the business of teaching, to enter them for the course prescribed at the normal schools. There are, however, but few normal graduates at present in this county. The continued demand of the west for our State normal graduates, at salaries larger than we are willing to pay, keeps the influence of the normal schools from being felt in the common schools of the State as it would be if we were willing to pay the prices the west will give, and keep our best teachers at home. The fact seems plain, that the State of New York is gratuitously educating a band of teachers who are continually drifting from the Empire State to the prairies of the west.

COOK ACADEMY.

This institution, located in the village of Havana, in this county, has ample accommodations for a large number of students, and is supplied with the necessary apparatus and appliances for a first-class school. It is under the supervision of Professor A. C. Hill, assisted by an able corps of instructors. It is at present in a very flourishing condition. The debt which had rested upon it so long and so heavily is at last liquidated, and last commencement was a day of great rejoicing on the part of the friends of the academy, when it was announced that the last dollar of indebtedness had been provided for and funds raised to put the property in good repair. From a personal examination of many of the students, I find that they do credit to the institution that has thus honored them.

SCHOOL SUPERVISION.

I am strongly impressed with the necessity for as complete a system of school supervision as it is possible to establish, and that the relations between commissioners and teachers shall be closer than they are or can be under the present system. To accomplish these ends, I deem it advisable that commissioners be compelled to visit all the schools of their districts at least once in each term. That they shall be empowered to call the teachers of each town together once in each month during the time schools are in session, for a drill in methods, for advice in matters pertaining to school difficulties, and for an interchange of opinion with reference to school topics. Also, to hold two general conventions annually, em-

bracing all the teachers of the county, for the purpose of general consultation as to methods and means for accomplishing educational results.

Thanking the Department for courtesies extended,

I am, respectfully yours,

A. C. HUFF,

School Commissioner.

WATKINS, December 15, 1880.

SENECA COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I herewith forward my statistical report for the school commissioner district of the county of Seneca; and, in addition thereto, would respectfully report as follows under the several heads required by the Department.

This commissioner district comprises ten towns, and is divided into 106 school districts, ninety-two of which are wholly within the county, and fourteen of which are joint. Of the fourteen joint districts, four have school-houses in my commissioner district, and, consequently, together with the ninety-two schools in the county, come under my especial supervision.

Four of the districts of the county are union free school districts, organized as follows: District No. 1, Waterloo, and district No. 1, Seneca Falls, by special act of the Legislature; district No. 1, Ovid, and district No. 14, Covert, under the general law.

Of the remaining districts, No. 2, of Waterloo, No. 2, of Fayette, and No. 6, of Lodi, village schools, and employing two or more teachers each, could, in my opinion, be greatly increased in efficiency if also organized as union free schools.

I have formally visited every school in my commissioner district at least once during the year, the great majority of them twice, and have also made many informal visits to schools where I deemed it necessary, of which I kept no record. The whole number of visits recorded is 182. From these visits and from information obtained in the several neighborhoods, from people directly or indirectly interested in the schools, I am prepared to report that the quality of work done by both teachers and pupils has much improved during the past year, and that more interest is taken in the schools by patrons and tax payers of the several districts than formerly. This interest is evidenced particularly by an unusual demand for teachers of established reputation and capability, at fair wages.

In this connection, I wish to report that the greatest hindrance I have experienced in the work of raising the standard of our schools is the inability to secure a sufficient number of really competent

and skillful teachers to fill the 136 positions in the county, and the consequent necessity of being compelled to license a number of teachers whose work is not up to the standard desired.

I found, in my first series of visits, that in the rural schools, especially, the common mistake was made of teaching too much arithmetic and too little of any thing else; the result being that many pupils of really fine mathematical acquirements could not compose with any degree of accuracy, were deficient in reading, spelling, the use of capital letters, and elementary punctuation, and have no further idea of geography than the most superficial text-book training.

In order to remedy this in part, I have taken up some one of these points, and have made it a specialty, at each of my series of visits to the schools of the county, and have also endeavored to make some one class of instruction, in which I found teachers deficient, prominent in institute work.

During my term of office, our institutes have been very largely attended, and have done the educational interests of the county much good. I have especially noticed the effect of their work, in my visits of the past summer, in the great improvement in teaching primary reading and primary geography, and in the greater attention paid to the health of pupils by a majority of teachers.

Public opinion is divided as to the benefits derived from these institutes, and while I consider them indispensable until something better is made to take their place, in my opinion, the practical results obtained must largely depend upon the direction given, the instruction imparted in them, by the several commissioners, it being their duty to know and understand the wants of their own districts better than the instructors sent by the Department can know them. I also am of the opinion that the Department, and our educational interests, generally, would be the gainer, were the best of our local teachers employed in institute work in their several localities. There is a growing sentiment among teachers, and among the patrons of the schools, also, that a four weeks' normal class in each county or commissioner district would be preferable to the present system of institutes, and I am inclined to believe that better results in proportion to the money expended could be obtained by such classes.

There are at present among the 161 persons licensed to teach in this county, 138 licensed by me, 17 holding State certificates, and six holding normal school diplomas. None of the State certificates were obtained under the present system of examination, all having been granted under the old system of recommendation.

I have mainly pursued the system of written examination, and have established the rule of attaching a printed slip to each certificate, on which is given the per cent. passed upon examination by the teacher.

I have, also, as far as practicable, established the rule that all applicants shall appear at the public examinations, and submit to the same test, experience having taught me that in nine cases out of ten the applicant for private examination is poorly qualified. I have

ANNUAL REPORT OF THE

the common schools to pass examination placed upon record, which record I shall keep in my office.

Certificates granted by other commissioners, as I meet to refuse to indorse those of this year. The result of these rules has been to exclude a number equal to those now licensed, and to induce greater efforts, a large number of teachers have taken examination in the endeavor to better themselves, although the time for which their certificates were issued has not expired.

In the apportionment of the public moneys, I believe no plan is better than any other plan I am able to suggest. It protects weak districts, the apportionment in proportion to the number of children of school age secures to larger districts a legitimate preponderance of such moneys, while that which is based on average attendance is a proper incentive for the improvement of the school.

Normal schools are not generally regarded with favor, and, in my judgment, they are not accomplishing the work for which they were designed, rather being made an advance school to educate the children of people abundantly able to educate their own children, or furnishing skilled teachers for our common schools. As well, as long as the normal system as at present administered exists, to demand of applicants for admission into the normal schools a certain standard of requirements at least equal to that which would be required for the lower grades of teachers' certificates, and that the work of the normal be confined to instruction in advanced teaching. This would reduce the number of normal schools and their present expense, and the money thus saved might be applied to county normal classes which would be within the reach of inferior teachers, many of whom are entirely unable to pay the expense of board alone during a normal course.

When it is remembered that the average salary paid lady teachers in our common schools is about five and one-half dollars per week, and from this amount they must pay board, expenses of attending school, etc., and that the majority of them do not obtain employment for more than sixteen weeks during the year, it will be readily understood how slight is the prospect of their ever being able to enjoy the advantage of the present normal course; while it is an unpleasant fact that their limited means keep them in the teachers' class longer than any other class.

I should not be doing justice to our educational work did I not allude to the advanced schools of our county.

The Waterloo union school, Prof. J. S. Boughton, principal, is among the best schools of its class in this section. The liberality of the board has provided it with a fine equipment of library and

apparatus, while the ability of its principal and the efficient aid rendered by his corps of teachers are shown by the proficiency of the pupils in their several studies and in their advanced thought, demonstrating that the tendency of the school has been to *educate* in the full sense of the word.

The Seneca Falls union free school, Prof. E. B. Fancher, principal, is comparatively young, but already shows vigorous and healthy growth. Organized a few years ago from a somewhat miscellaneous lot of village schools consolidated into one district, the energy of its local board, and the hearty co-operation of the citizens, have placed it far up in the rank of graded schools, and I prophesy for it a brilliant future.

The Ovid union school, Prof. Wm. L. Hyde, principal, is in a flourishing condition, and is a source of much pride to the citizens of that village. I know of no other village of its size having a school that is its equal.

Before closing, I wish to report that I have commenced a new work in this county, viz.: That of sending written examinations to the advanced classes of the common schools.

The first of the series was given at the close of last summer term, and resulted far better than had been my most sanguine hopes for its success.

I receive about sixteen hundred papers from the different schools, the greater number of which show the required seventy-five per cent. The only drawback that I have so far encountered is the immense amount of extra work thrown upon the commissioners by this method. I shall, however, try the same again this winter, and shall then be able to analyze the result closer by comparison.

In closing, allow me to tender my sincere thanks to the Department for the courtesy shown me by it, and for the prompt and business-like manner in which all communications have been answered.

All of which is respectfully submitted.

ISAAC H. STOUT,

School Commissioner.

FARMER VILLAGE, December 15, 1880.

STEUBEN COUNTY—FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—From the tone of a circular received from the Department, judging that it would be agreeable to the author, I most respectfully submit the following special report:

This commissioner district contains an area of 700 square miles, with a surface so inconveniently uneven, that it is a long and unin-

viting journey, even in the summer, to make the tour of the 161 school-houses that promiscuously dot its *terra firma*; but in the winter many of the more elevated houses become "snow-bound," and then the journey is exceedingly long and extremely uninviting. Impassable hills, too, and unapproachable gorges, often make it advisable to travel a long, roundabout way of several miles to get from one school-house to another, which, had the country been smoothed over, could be reached in a few minutes. Hence, you will see that the temptation to visit each school frequently is more easily resisted than would be the case were they more conveniently located. However, I have visited every school, with the exception of two or three, at least once, and nearly all of them twice, during the last school year; having made 292 visits.

From those visits, had I failed to notice any thing worthy of commendation, nor observed any thing deserving criticism, my time and pains would both have been poorly paid. It is not my purpose in this report to compliment what I found good, nor to "white-wash" what appeared bad; though by so doing I might be considered a better fellow, and also escape many uncoveted "blessings." The thoughtless school-boy of to-day is the reflecting business man of to-morrow; and if true to his own conviction, when considering "what might have been," he will dance on the graves of the memories of flattering school teachers and school officers with savage delight. The memory of time wasted in school, and unpractical and unthorough instruction, are too painful to me to wish to impose upon the school children of to-day that kind of instruction. Therefore, I shall condemn what appears to me to be inefficient in our school system, and, so far as I am able, suggest plans for its amelioration. I find that most teachers lack either thoroughness, energy, system, or discipline; or, to "boil it down," few have a heart in the work. But how can one wed a profession (?) which pays on an average but \$5 a week with which to board and clothe himself, and with the beautiful vision of old age and an almshouse in the future? To be thoroughly in earnest under such circumstances requires the spirit of a missionary and the desire to be eaten up by the urchins before old age catches him. The prevailing idea with trustees, in engaging a teacher, seems to be to hire as cheap a teacher as possible, regardless of the teacher's qualification, and the teacher, as a matter of logical reasoning, adopts the principle, poor pay, poor teach. Many of the districts do not raise a cent of tax for teachers' wages, and I have known trustees to forfeit part of their public money rather than continue the school beyond the twenty-eight weeks, or pay the teacher reasonable wages. I am of the opinion that teachers' wages, like the wages of other laborers and the price of commodities, are subject to the principle of demand and supply, and that the school commissioner is partly responsible for their reduction. There are usually several applicants for each school, and the trustee lets the school to the lowest bidder. Now, the nearer the number of persons licensed to teach corresponds to the number

of teachers the schools demand at the same time, the less chance there is for under bidding. This commissioner district requires 196 teachers to teach its schools; 359 different teachers have taught during some part of the year; consequently there is a reserve force almost equal in number to those engaged in actual service. Notwithstanding this excess of teachers, there has been a steady decrease in the number licensed since I have been in office. During the fall, I only gave certificates to 12 inexperienced teachers.

My plan is to license none under eighteen years of age, and only such as possess a good education in the common branches. The practice of granting licenses "at wholesale" has a tendency to keep inexperienced teachers in the schools all the time, and at such low pay that they have no idea of continuing in the business only until "something better turns up."

The greatest hindrance to thorough, systematic teaching, I believe to be want of classification. From that want one-half of the pupils' time in school is wasted, and on leaving school, his knowledge of that which he has pretended to study is very limited. When we consider that the common school is the academy and the university to the large majority of youth, it is a wonder that so little interest is taken in the common school. In this commissioner district, the number of recitations on an average, which each teacher hears daily, is twenty-seven. Dividing six hours, less twenty minutes, the time for two recesses, by twenty-seven, the number of recitations, and we have about twelve minutes average time for each class.

Now it is impossible for a teacher to do justice to a school with such limited time in which to conduct recitations. But whose fault is it that there is such a multiplicity of classes? As a general thing the teacher. He wishes to please both pupils and patrons; and to realize that desire he often sacrifices his better judgment. There are usually in school some large boys who study nothing but arithmetic; they are able to advance faster than those who have more studies, so the teacher forms an extra class for them. Some, by irregular attendance, get behind their classes, and the teacher not wishing to have them go over matter they do not understand, nor desiring to retard the remainder of the class in their progress, makes another class. Others, from the advice of friends or at the suggestion of the teacher, who has a desire to exhibit his learning in a particular study, take up some academic branch. Hence still another class. Not a few come to school with text-books of different authorship from those used in the school. The teacher, rather than reject those books and take the chances of displeasing the pupil or his parents, prefers to disregard the law of the State, and also add another recitation to his already crowded programme. From those, as well as from other causes, the teacher multiplies his classes and divides his power to do justice to the school. It is the number of recitations, not the number of pupils, which takes up the teachers' time. A large class is as quickly heard as a small one. The average number of reading classes, excluding primer, in this district, is five, with less than five pupils to a class; and it is the practice to

read the story through, though by so doing it infringes on the time of the next recitation.

In arithmetic the average is also five classes to the school, with less than four members to the class; and all other classes have to "run on the wild cat plan" to arithmetic. The want of classification is also greatly felt in another respect.

It is left to the discretion of the child what he shall study. Many attend school for a whole term without studying any thing besides arithmetic. There is some doubt of the propriety in calling some of our schools grammar schools; but there would be none in naming our district schools arithmetic schools. Every other study is sacrificed to arithmetic. Yet the great object in devouring the book seems to be, to get the answer to the "sums." The pupil studies arithmetic from the time he enters school until he leaves school. It is an important study, but there are other branches just as important, and which ought not to be neglected for arithmetic. Three-fourths of the scholars in the schools subject to my visitation are studying arithmetic; one-third pursuing the study of geography, and but one-tenth reciting grammar. Our common schools should give the children a fair education in *all* the common branches, instead of a smattering in one or two of them. The cost to the State would not be any more, and the State ought to demand that the very best results shall come from its investment. *That the pupil shall pursue all the common branches and that he shall attend school.*

In my opinion, the State should establish a grade for common schools, and adopt a course of study. That plan has already been discussed in some localities and even experimented upon with success. But what is needed is that the State take hold of the matter. The benefits of such a grade must be apparent to any one who knows any thing in regard to the unclassification of our schools.

A grade would be the means of uniting the classes, thereby increasing the time for each recitation, and enlarging the teachers' ability to instruct the class. The pupil would be obliged to take up each study in the course, and on graduation he would possess a good common school education, instead of a spattering in one or two studies. The principle of promotion would incite each scholar to do his best and stand well in his classes, that he might pass a satisfactory examination and be raised to a higher grade at the end of the year. It would encourage regular attendance, because by absence one would get behind in his classes and be unable to pass the examination necessary to promotion. It would be the means of continuing the same teacher longer in the same school; the frequent change of whom is a great injury to our schools. It would have a tendency to make the teachers more systematic, thorough, practical in their work. And it would be the means of securing a uniform system of text-books in the schools, which now does not exist.

Experience has taught that the adoption of the graded system in village schools, formerly known as district schools, substantiates all that is claimed will result to our common schools by its adoption.

In regard to the apportionment of public money. I believe that the number of teachers employed, and the average daily attendance of scholars should be the *only* basis for dividing the money. That the district quotas should be distributed as now, and the principal apportionment should be subject to the average attendance. The object of the State in educating the children is for self-protection. The more children who are brought into the schools, and the better they are educated, the more fully is the object of the State realized.

Therefore the money should be distributed in such a way as to get the greatest number of children in school, and educate them. The impression prevails now that a district draws the most, or nearly all, of its money from the number of children of school age living in the district, and most of those living in the different districts, who do not send to school, have no particular interest in the school; not knowing, nor seeming to care whether the children attend school or not. But if the amount of money the district receives depends upon the average daily attendance at school, every tax payer will take an interest in seeing that every child is in school. It is a matter of dollars and cents with him. The apportionment of money in proportion to the number of children of school age residing in the district has no particular merit in it as I can see, and has no tendency to increase the attendance at school. The average daily attendance at school in this district is considerably less than one-half of the number registered; and in many districts it is not one-fourth of those of school age.

The amount of library money apportioned to this district the last year was two hundred and ninety-three dollars and nineteen cents (\$293.19), of which \$224.20 is reported as being paid toward teachers' wages. It needs no comment so far as this district is concerned whether such special apportionment should be longer made.

The alteration of district boundaries, it seems to me, is no part of a school commissioner's work. It more properly belongs to the duties of supervisor. When the commissioner is called upon to make a change in the boundaries of a district he has two sides to deal with, and he is almost sure to make enemies with one side or the other; which injures him in his official capacity. The motives of the applicant in desiring the change are often deceptive and an imposition upon the commissioner.

The supervisor living in the same town of the applicant would have a better opportunity to know whether the change should be made than the school commissioner would have. The records of district boundaries have been altered so much, lost or destroyed, that it is almost impossible to find a correct boundary in any of the clerks' offices.

It may appear presumptuous for an insignificant school commissioner to criticise any of the acts of that august body, the State Legislature, but the more they tinker with the school law, the more complicated and ambiguous they make it. The acts in regard to "compulsory education" and "uniformity of text-books"

are both unpractical and dead-letters; neither of the acts are in force in this district, nor can they be enforced as they now are. Not a single trustee reports the enforcement of the former act, though there are many of the prescribed age in every town who do not attend school at all, and the multiplicity of text-books is as great as ever. That both acts should be so plain and practical that they can be easily enforced, there is not the least doubt. So long as the State taxes itself for the support of schools to decrease pauperism and crime, and so long as education has that effect, those children who do not choose to attend school should be compelled to attend. Since a uniformity of text-books in the schools would add to the efficiency of the schools, there should be no hesitation in the enforcement of such an act.

The teachers' institute has done much toward advancing the standard of education in this district. Those teachers who have attended the institute regularly for the purpose of becoming better teachers must necessarily become such. The great fault is, that they are not generally largely attended. If the attendance were made compulsory, by some means, the result on the schools would be great. I would be in favor of discontinuing teachers' classes in academies and in academic departments of union schools, and have a four weeks' institute, in the summer, during vacations. At the close of the institute have an examination conducted by the instructors and the commissioners, on the work done at the institute. That to be the only examination held for license to teach winter schools. The general impression concerning institutes is not favorable to them. It is because the parties expressing themselves on that subject know very little about them. The time was when the institute invited criticism. Justice demands that that criticism should give place to commendation. The last institute conducted in this county, with Professors Kennedy and Lantry as instructors, was a success. The work was practical and systematic. Just what we need for our common schools.

I am emphatically a friend to the normal schools. Some of the best teachers of my acquaintance are normal graduates. I do not meet many of those teachers, but such as I do meet are doing good work. Teaching is, or should be, a profession as much as the practice of theology, medicine or law is, and if it is necessary to have special schools for those professions, it is for that of teaching also. If it is for the interest of the State to educate its children, it is also for its interest to see that teachers are well qualified. I wish that there were more normal teachers in this district.

Believing that this report is already sufficiently lengthy to satisfy your urgent request, I will not weary your patience longer by extending it further.

Very respectfully yours,

HORATIO GUINNIP,

School Commissioner.

HAMMONDSPORT, *November 26, 1880.*

STEUBEN COUNTY — SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your requirement, I submit the following :

My district comprises 19 towns, which are divided into 219 school districts, 212 having school-houses in this county.

There are 7 union schools, viz.: No. 1, Addison, in which 7 teachers are employed; No. 2, Campbell, 4 teachers; No. 1, Erwin, 4; No. 1, Woodhull, 3; No. 5, Troupsburgh, 2; No. 9, Corning, and 7, Hornellsville, are organized by special act of the Legislature, Corning employing 18 and Hornellsville 24 teachers. Academic departments are sustained in all but Campbell and Troupsburgh. Of the common school districts that employ more than one teacher, No. 1, Canisteo, employs 6; No. 2, Greenwood, 3; No. 3, Canisteo, 2; No. 3, Campbell, 2; No. 6, Erwin, 2; No. 2, Erwin, 2; No. 13, Corning, 2; No. 6, Cameron, 2. First-class schools are maintained in all of these from 30 to 40 weeks in the year.

The remaining 197 districts employ but one teacher, except No. 2, Lindley, which has two branch schools, and No. 4, Lindley, and No. 7, Corning, each one.

The only change in districts, during the year, is the formation of No. 7, Erwin.

Since October 1, No. 10, Campbell, has been formed and Nos. 11 and 3, Cameron, consolidated.

There is a marked improvement in school buildings, several having been repaired and reseated; and can probably report next year several new buildings now contemplated, some of them already commenced.

The number of teachers has for some years been decreasing, while the quality has very much improved. Those who hold third grade certificates now are better qualified as a class than second grade teachers were four years ago. A large majority of our teachers attend the union schools and the better class of district schools to prepare for their work, and special pains is taken to give them the instruction and assistance they need.

We have a district association that meets semi-annually, and the attendance has in no case been less than 200 at the last four meetings, and as high as 250. The district is so large, being about 60 miles by the shortest roads east and west, and from 20 to 30 miles north and south, that it is difficult for all to attend each meeting; therefore, to accommodate the two extremes, meetings are held alternately at Addison or Corning in the eastern part, and Canisteo or Hornellsville in the western part.

The county institute is always a success, which with such men as Lantry, Kennedy, Pooler, Johnsonot, Post, as instructors, cannot be otherwise.

I hold an examination in each town in April, and again in October, each year, and as a rule do not renew a license without an examination, requiring the applicant to show some improvement in order to sustain his grade. A person who cannot pass a better examination after an experience of six months or a year is not likely to succeed; and teachers knowing that they will be required to do better each time, prepare for it, and the result is satisfactory. Most of the teachers employed in the schools, during the year, have had some experience, but few who never taught having applied for a license, and the number of experienced teachers employed for this winter is greater than ever before.

There is an increasing demand for better teachers, and I receive more applications from trustees to recommend competent persons than I can supply. As a result of this a large number of teachers are now studying to prepare themselves to fill these places — 12 having gone to normal schools, a larger number than I ever before recommended at one time.

There are so many teachers employed in the district (280), and distributed over so large a territory, that it is impossible to visit them all during the terms of school; but I have met them several times at examinations, associations and institute, during the year, besides about 130 in their schools, and I think there is not a more intelligent, faithful, energetic class of teachers in any district of the State.

The future of the schools in this county looks bright, and I expect to see in a few years, at the present rate of progression, each district provided with a comfortable and pleasant school room, and a competent teacher, who will stay at least a year in a school, many districts having reached this point already.

Steuben county should be divided into four districts, which will give each commissioner 8 towns and about 100 schools, as many as one man can consistently look after.

Thanking the Department for past favors,

I am, very respectfully,

R. H. WILLIAMS,

School Commissioner.

LINDLEY, *December 15, 1880.*

SUFFOLK COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In compliance with your directions, and according to my invariable custom, and in addition to the legal abstracts of the annual reports of trustees, I herewith transmit a general statement of the condition of the several schools, and educational interests, under my supervision.

The number of school districts, as shown by trustees' reports and by the records in the various town clerks' offices, is sixty-two. The number of teachers employed and teaching at the time all the schools are in session is eighty-five. Some of the trustees still cling to the absurd practice of changing instructors from two to three times yearly, even when having barely sufficient time, in which school is taught, to participate in the distribution of the public money. My advice in all such cases is that the school be opened on the first day of September, and to continue the same without interruption or changing teachers, to the end of their school year. I am glad to note a change in this direction, which is proving highly beneficial to both teachers and pupils.

I have endeavored to visit all the schools at least twice during the year; and, in several instances, many more times than that. The different periods at which the sessions begin, and the unequal lengths of time taught in each school, make the labors of the commissioner in his visitations more unprofitable and burdensome than would otherwise be the case, provided the trustees were compelled to begin the school work all at the same time, and that, at least, at the opening of the legal school year.

The teachers are not forewarned of the time of my visits. I seldom allow them to call up any classes, or to introduce any exercises, which are not indicated upon the regular daily programme. In this way, I am enabled to properly judge of the instructor's ability to impart knowledge, his tact to organize and manage, his power to control his pupils and his methods of giving instruction and of maintaining discipline; and, by means of a few pointed questions, pertinent to the subjects under consideration, I seldom fail to ascertain the true progress which the pupils are making, as well as to accurately determine the real value of the teacher as an instructor.

In most cases, these visits are attended with valuable results. If the teacher is doing good work, as shown by the general condition of the school, he is commended and encouraged. If either his method, manner, order, organization, discipline, or management is defective, or erroneous, he is kindly admonished of the faults, and shown how the work should be properly done. As a rule, all suggestions and advice are received in the same kind spirit in which they are given, and generally put in practice.

I recall an incident of a young teacher, who at the time of my visit was engaged in what she really thought was the best and only proper way of instructing children how to read. She was laboring very hard, her pupils were working still harder, while the operation was extremely painful to the listener. Not one of the reading books was adapted to the ability, the growth, and the understanding of her pupils; while the subjects being utterly beyond their comprehension, and the words far beyond their powers of articulation, the whole effort was purely mechanical, and a positive injury, rather than at all beneficial to those engaged in the exercise.

Before leaving the school room, I frankly told the teacher her efforts, on this point, were a complete failure; and that an attempt must be made to remedy the defect. The hot blood soon manifested itself in her deeply-flushed face, tinged with palpable signs of suppressed indignation. Feeling assured, from the general appearance of the school that she had in her the right elements for a good teacher, I spent considerable time in privately explaining to her the improved methods of teaching this important branch in primary instruction, and advised her to take *one class only* upon which to *try* the experiment. A few months after this, I found her engaged in another district. She was looking cheerful and happy, and the indications all pointed to a pleasant and prosperous school.

Nearly as soon as I entered the room she addressed me in a clear and sprightly tone, saying: "Mr. Commissioner, I owe you an apology." "How so?" said I. "When you last visited my school," she continued, "I was just boiling mad at you for what you said to me about my efforts to teach reading; but this feeling of indignation gradually subsiding, I began to seriously reflect upon what you so kindly advised me to do, and the proper manner of doing it. I determined to faithfully try your method, and I have found it to be just splendid, and have succeeded admirably in my attempt."

Here she gently tapped her call-bell, and, in a moment, her class in the first reader stood before me. "Now," said she, "*this* is my apology!"

The change was a marvelous one; she was perfectly delighted with her success, while I was highly pleased with her improved methods and with the rapid progress of her pupils. They properly pronounced all the words in the lesson; the pauses, the accent and emphasis were correctly indicated; and, by close questioning, I found every pupil competent not only to tell, in his own language, the subject and import of the lesson, but able to clearly define each word, and to write it legibly upon the slate or board.

In most cases, these visits are attended with salutary and beneficial results. The progressive teacher is ever ready and willing to receive advice and suggestions, to act upon them, and to investigate new ideas and methods which may come to his notice. This class of teachers, by daily improvements and constant study, and by keeping pace with the new thoughts which are continually being evolved in the universal efforts to discover the best possible methods of imparting knowledge, which shall be useful in the future career of the recipient, soon deservedly come to stand in the very front ranks of the most worthy and successful educators.

The number of teachers licensed during the past year, was 2 of the first grade, 25 of the second grade, and 35 of the third grade. When I entered upon the present term of school commissioner, I required *all the teachers*, subject to my jurisdiction, to present themselves for examination, without regard to the length of time their certificates which they had received from my predecessor might ex-

tend. The examinations, at that time, were by written exercises, and were so full and complete that I have been very little annoyed by re-examinations. After ascertaining, by actual visits in the school room, the abilities of the several teachers who had passed this examination, it was simply a question of re-licensing them, provided the school room work was of that character to warrant it. A few, whose work at this general examination was of a doubtful nature, and who were admonished, when receiving their certificates, that they must show good results in the school room and decided intellectual progress on their part, or retire from the teachers' ranks, have stepped aside, and others more competent, in every requirement essential to successful labor in the field of education, have taken their places.

In regard to the apportionment of the public money, I now hold the same views I have entertained ever since I became interested in educational matters. If the present district system of electing trustees, and of raising money to defray the annual expenditures for the purposes of education, shall continue, then one-third of the public money should be apportioned for the payment of duly qualified teachers, and the other two-thirds on the average attendance. Why that child, who attends school only a few days or more in the year, should be the agent of actual revenue to any school district, is a problem which no man of common sense can readily and equitably solve. The people are willingly taxed that *all* the children may be educated, not for the benefit of those who stay at home, or roam about the streets in idleness, oftentimes, in their unemployed moments, doing mischief of the most serious nature. Such facts are often used to disparage the beneficial effects of the free school system, and the sooner the cause of complaint is wholly removed, the better will it be for the vital interests of the State, and of those who are laboring to make all classes of our people intelligent and worthy the noble and exalted privileges of citizenship. Away with all shams and delusions in our educational system! The time for high-toned action has come; and results, grand, glorious, and commensurate with our vast expenditures, should be made manifest in visible signs of actual progress.

The normal schools, so far as my observation and experience extends, are doing a valuable work for the cause of education in our State. The natural methods, in which teachers are thoroughly instructed, and the daily practical drill in actual school-room management, classification and discipline, afford them facilities of entering forthwith upon the successful labors of correctly teaching the youth of the land, which no others so fully possess. The fact that the demand for normal graduates is rapidly increasing, as well as the growing attendance at these schools, is a safe and sure indication of the high value placed upon them by the public at large. The people have become so thoroughly interested in all educational matters, and so deeply convinced that that State is the strongest whose citizens are the best educated, and trained intellectually and mor-

ally that they no longer complain of taxation, even to an extreme degree, provided the results are commensurate with the expenditures. But while the establishment and maintenance of these valuable institutions have been decidedly beneficial to the cause of education, and a wise measure on the part of our legislators, it is equally true that the location of them has been injudicious, unwise, and unjust, and unfair to a large majority of the tax payers.

Of the eight normal schools now in successful operation, a glance at the map shows *four* of them to be located in the extreme western part of the State, being west of the city of Rochester, while the other four are so situated that the southern and eastern portions, and to some degree the central and western portions too, are not properly afforded the same advantage to which they are honestly entitled.

Now, the common schools of Suffolk county, and so far as I have observed, all the schools on Long Island, are in no respects inferior, but in many things far superior, to those in all other parts of the State. The people are temperate, honest, upright, industrious, frugal and thrifty, and ever ready to share in the burdens of taxation, whose purposes and objects have in view the education and progress of their fellow citizens.

The construction of the Erie canal, for which our people *pro rata* were taxed, was one of those magnificent public improvements which, while increasing the revenue and prosperity of the State as a whole, was a downright positive injury to our agricultural and piscatorial industries,—the chief sources of livelihood to our people, inasmuch as it opened a grand highway of cheap transportation to western farmers, gardeners, and fishermen, whose productions hitherto had, by our people, been supplied to the denizens of the metropolis at remunerative prices. The taxes exacted for this purpose we cheerfully paid; and, with that spirit of tact and thrift which characterizes the American people above all other inhabitants of the globe, they soon learned to adapt their industrial labors to the new condition which so suddenly confronted them, and, thereby, were enabled to provide themselves with all the necessities and comforts of life.

Our people are aware that the normal schools are supported by the assessment of taxes equally levied upon all the property in every part of the State. They see, too, that thus far, like the construction of the Erie canal, by reason of the locations selected, the advantages and privileges to be derived therefrom accrue, in undue proportion, to the central and western counties. By reason, also, of our great distance from them, we are largely deprived of the strong moral, social and intellectual influences which they obviously exert; the expense of our children attending them is greatly increased, while our producers are not allowed to participate in the pecuniary benefits which inevitably result from the large consumption of the various articles of food at these institutions.

Therefore, in behalf of the great cause of popular education generally, in behalf of the people of Long Island especially, and in behalf of the hard working and successful teachers and earnest educators of "Old Suffolk" particularly, do I make an ardent and hopeful plea for the establishment of a first-class normal school in this county. Riverhead, Sag Harbor, Greenport and Southold are points easily accessible by railroad—the three last named by water, also. The proximity of these beautiful villages to the waters of the ocean renders the climate charming, salubrious and extremely healthful. The remarkable longevity of our citizens, by reason of their sobriety, industry, and the wonderful climatic influences, is proverbial the world over. And, in view of all these striking advantages, large numbers of summer resorts have already been established in and around these localities, and extensively patronized; and, ere many years shall have passed away, the whole of the eastern portion of the island seems destined to be converted into one grand Hygienic Mecca, where the weary shall flee for wholesome rest, and the sick shall come to find longed for health both of body and of mind.

We ask this not as a *special favor*—not as a privilege which shall redound to our advantage, at the expense and inconvenience of our fellow citizens in other parts of the State—but we CLAIM it upon the broad principles of justice, equity and humanity. True Republicanism does its work faithfully and righteously only where it recognizes the universal brotherhood and welfare of *all* of its citizens, doing the very greatest possible good to the highest possible number. Therefore, we patiently possess ourselves, in daily increasing hope, that the time is not far distant when we shall, by the general approbation of the State, be in actual possession of all the inestimable blessings and privileges which such an institution can bestow upon us. Shall we plead in vain? and shall our urgent appeal go unheeded?

The people of Greenport—union school, district No. 16, of the town of Southold—with a spirit of liberality, both commendable and praiseworthy, have just completed, at a heavy expense, one of the finest and most convenient school buildings in the county. It is admirably equipped with all the excellent improvements of modern furniture, and has sufficient suitable apparatus for its present needs. An academic department has been organized and opened. To it are admitted pupils from the neighboring districts, at very moderate rates of tuition, considering the valuable privileges and advantages it affords. The number in attendance is already quite large; and the present indications are that it will exert a highly salutary educational influence both within and beyond its own legitimate boundaries.

The board of education is composed of truly worthy, thrifty and intelligent citizens of the village; and they have shown superior wisdom and tact, as well as sound judgment, in selecting an efficient corps of teachers, in every respect well qualified to do the work re-

quired of them. While the burden of taxation to the people is a heavy one, they are to be warmly congratulated on their generosity, and, in many cases, self-sacrifice, in order to give to their children these splendid advantages of attaining a thorough and practical education.

In this connection, I may add, it is one of the strangest things in all our educational interests, that no steps have been taken by our wide-awake educators in relation to the structure, the furnishing, the warming, the ventilation and lighting of our school buildings. Now, a district takes the necessary legal measures for the erection of a new house, the site is purchased or already owned, and the requisite amount of money is voted for the purpose; and of course, the trustees or people *en masse* of the district are left to decide as to what kind of a structure it shall be. In most instances, they are about as competent for the work as they would be to devise and to supervise the construction and arrangement of a house for banking or commercial uses. Hence, nine-tenths of the new school buildings as now erected are partially, if not wholly, unfit and ill adapted to the purposes for which they are designed. The seats are not properly adjusted to the age and convenience of the pupils who are compelled to use them; the arrangement of the blackboards is generally purely accidental, being placed just where there happens to be an opening for them, oftentimes so elevated as to be exactly suited to the wonderful stature of the *giants* of old; the windows are arranged with no reference to the health and preservation of the eyesight of the pupils; while the doors are usually located to suit the convenience and economy of the builders.

This picture is not overdrawn—it is simply downright fact and naked truth. It would seem, then, to be the immediate duty of the State to remedy this palpable defect. The very best architectural talent should be employed to devise plans and specifications for the sole use of school buildings. They should include buildings adapted to all grades of schools, from the highest to the lowest; and no new school-house should be permitted to be erected which did not correspond to some of these legal designs. And thus would we have architectural beauty and utility and comeliness showing itself all over our great State, and keeping pace with all our intellectual attainments.

The annual session of the teachers' institute at Greenport, in April, was the most successful and profitable one ever held in the county. The instructions, given under the direction of Prof. James Johonnot, assisted by Prof. H. C. Northam, were listened to with close attention, and in the main, were, under the sharp criticisms of the teachers, fraught with practical results. No loose statements were allowed to pass unnoticed; and the conductors, confronted by a body of teachers whose equal, in all points pertaining to their profession, it would be hard to find in the State, were kept constantly on the *qui vive* as instructors; and a happy hour was it for them, if they did not find some proposition stated, somewhat doubtful or

requiring deeper thought or more careful study on their part. This came from no hypocritical spirit on the teachers' part; but from an honest desire to thoroughly master every subject which might be of service to them in their school-room work.

The following table is instructive, showing the large number of teachers in attendance, and the average terms taught by them:

	Males.	Females.	Total.
Number of teachers in attendance	65	173	238
Total days' attendance	269	741	1010
Average daily attendance.....	53.8	148.2	202
Terms taught (two terms a year).....	941	1353	2294
Terms taught, average	14.5	7.5	....

The length of time taught by our teachers points unmistakably to one of the chief causes of the efficiency of our schools; and would seem to indicate that the salaries paid are an inducement to continue in the work.

The unexpected visit of Hon. Neil Gilmour was a source of great delight and profit to the people and teachers. The social hour, spent by him in answering queries pertaining to the school laws, was highly enjoyed by all present; and his impromptu speech, before the association, was listened to with deep interest and marked attention by his hearers. May he come again to gladden our hearts and strengthen our purposes.

In the evenings the Suffolk county teachers' association presented a programme, replete with poetical, instructive and interesting exercises. The music, the recitations, the spicy questions from the query box, the discussions, the essays and the addresses, served up a "feast of reason and flow of soul" so charming, so instructive, so fascinating, and so highly enjoyable that the crowded audiences listened with rapt attention until the near approach of the midnight hour. The people of Greenport manifested a deep interest in all the various exercises of the institute and of the association. And here it may be proper to say that I have never seen the people so thoroughly stirred up, and so intensely aroused to the great importance and value of popular education, as by the assembling of an institute or an association, in the midst of them, whereby they may partake of the benefits of the instruction and lectures therein given. A mutual acquaintance, between people and teachers, springs up, which fosters sociability, creates a strong bond of sympathy which goes far to strengthen the hands and hearts of the teachers, in their arduous labors, and tends, in a large measure, to dispel many false notions of unfairness and injustice attending some of the expenses of our free school system. The rotation of the institute is one of the best popular educators in the State, and deserves a fair trial and a careful consideration on the part of those who would see all educational efforts produce the happiest and most satisfactory results.

In conclusion, I can only repeat the following epitome of needed

changes which the present *status* of educational affairs seems to demand. They were published in my report of 1879, and, it appears to me, after further reflection, that nearly all of these recommendations might be adopted with great benefit to our public schools:

1. Begin the school year on the first day of September.
2. Hold the annual meetings for the election of trustees on the last Tuesday in June.
3. Adopt the township system partially, retaining the present school districts, and allowing each one to elect a sole trustee.
4. Require these several trustees to assemble in a convention, on the last Saturday in June, at the most central or accessible locality for holding such meetings. By ballots, require them to select one, three, five or seven of their number, according to the population and trustees in each town. The persons so selected shall constitute the town board of education, whose duty it shall be to organize, maintain, direct, control and to have the entire supervision of all the schools needed in the town.
5. Make the commissioner, *ex-officio*, chairman of each of these several boards, within his jurisdiction, allowing no teacher to be employed without his approval, save by a unanimous vote of the board.
6. Allow the members of this board a fair compensation for their services.
7. To entitle the town to participate in the public money, extend the legal school year to thirty-six weeks, of five days each, in every district.
8. Make all assessments of local taxes, for school purposes, by towns.
9. Retain the present district quotas for duly qualified teachers, apportioning the remainder of the public money solely on the basis of actual attendance at school.
10. Empower the commissioner to transfer the teachers from one school to another, in the same town, as often, in his judgment, as the schools may be made more efficient by so doing.
11. Make the engagements of teachers extend through the entire year.
12. Increase the authority, general powers and duties of the commissioners; extend their terms of office to six years; pay them a salary commensurate with their work and responsibilities; put stringent qualifications upon them; require three years' successful teaching; compel them to devote their whole time to the discharge of the duties of the office, and, then, if any are derelict or incompetent, subject them to suspension or removal by the State Superintendent.
13. Organize, annually, in each commissioner district a local normal training school, of four or six weeks' duration, for those who have never taught and for third grades. The State to furnish a competent *trainer*, and the sessions to be held at some point where pupils can be made available for actual school-room practice—organization, management, gradation, classification and methods only to

be taught—all educational qualifications having been previously acquired.

14. Hold one institute annually, in each county, and *compel all teachers to attend.*

15. Adopt a uniform system of teachers' *examinations for the whole State*; the questions to be prepared under the direction of the State Superintendent, assisted by so many of the commissioners as he may call to his aid; the percentage and experience required of each grade—the actual standard of qualifications—to be determined by them; hold but *two* examinations—only *one* if practicable—every year, and these simultaneously in all the commissioner districts in the State.

16. Apportion no more money for libraries; consolidate all the present district libraries, in each town, into one; put this in charge of the town clerk, and allow each town to add thereto or not, as a majority of the people may determine, from time to time, in their annual town meetings.

17. Allow no teacher to collect, in any manner, any portion of wages due, without first making oath that the register, in every particular, is properly and correctly kept, according to the instructions therein laid down.

18. Compel all the children to attend school at least twelve weeks in the year, prohibiting all who do not attend from participating in the public money; also, punish parents, guardians and children, who do not comply with the law.

19. Grade all the schools in the State, defining clearly the successive steps of gradation from the lowest to the highest; establish, also, a uniformity of text-books, in counties at least, if not throughout the State.

20. Make the efficiency of our schools depend on the hearty co-operation of all the inhabitants, reducing political and sectarian influences to the lowest possible minimum; let unity of action, harmony of purpose, and competent supervision characterize all our educational efforts.

My sincere thanks are due the Department for the prompt and valuable assistance so cordially given at all times, and for other favors which have been of great service to me in my various duties.

All of which is respectfully submitted.

Your obedient servant,

CORDELLO D. ELMER,

School Commissioner.

SOUTHOLD, December 23, 1880.

SUFFOLK COUNTY—SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In accordance with the desire expressed in your circular letter, I most respectfully submit the following report :

I have read, with care, your annual report made to the Legislature at its last session, and find many excellent suggestions and sentiments, in nearly all of which I heartily concur. In two of them, however, I cannot.

The first of these is in regard to "supervision," wherein you concur with the sentiment expressed by the school commissioners and city superintendents when assembled in convention, "That a candidate for the office should either be the holder of a State certificate, or be a graduate of a normal school or higher institution of learning, besides having had several years' successful experience in teaching." My reasons for differing in this respect may be two-fold : In the first place, I should be ineligible, and I have too much egotism not to believe that I cannot fill the position as well as the average citizen who might have these special qualifications. In the second place, the best commissioners our county has ever been favored with, and who have done the best and most successful work, have been those who were similarly situated.

The second of these exceptions is "The township system." I can see many serious results which would inevitably arise in this county by its adoption, and no real specific good except in a few isolated instances. My associate commissioner, Mr. Elmer, of Southold, in his report made last year to the Department, presented views in this respect that appear to me to be the best I have ever heard suggested. My sentiments and views, suggestions and wants, are fully expressed in his report made last year, in nearly all that he says in regard to "Needed changes." His report is well worth a careful perusal and consideration by every commissioner and superintendent. While I differ with him very materially as to the manner in which he proposes to solve many of these difficult problems, I heartily agree with him in a desire to see them satisfactorily solved.

Commissioner King, of Richmond county, expresses my views in very many respects. In no instance, however, in my district, are the children taught in separate apartments.

I heartily concur in the sentiments expressed by commissioner Surdam, of Queens county, in regard to the need of a normal school on Long Island. No one who has been called upon in an official capacity to visit any number of schools, but can readily perceive the superiority, generally, of those conducted by graduates of normal schools. There are, however, notable exceptions to the contrary, very many excellent teachers being engaged at present in my dis-

trict, who are doing good work without having had an opportunity to improve themselves in this respect. Of the 185 teachers employed some portion of the time, during the past year, in my district, but nine are reported as normal school graduates.

In regard to the selection of teachers and granting of certificates, commissioner Wells, of Erie county, and commissioner Leonard, of Niagara county, to my mind solve almost perfectly those difficult problems, and their experience fully coincides with my own.

An almost universal opinion I find exists among the commissioners that the school year should be changed from the first of October to July or August. I can see very many excellent reasons for the change and no good or even plausible reason why the change should not be made. Commissioner Newell, of Essex county, fully and quite clearly expresses my views and opinions of the necessity for this change.

In calculating the "average attendance," of each school, commissioner Abbott, of Erie county, makes some very excellent suggestions. I have had in more than one instance, during the past year, an experience of a similar nature to the one he refers to, where the trustees closed their school for the purpose of preventing a reduction of the average attendance, thereby doing an injury to both teachers and children. In fact, after a careful examination of many registers of the small schools of my district I am inclined to believe that a very large percentage of them do not have it correctly reported by the trustees.

No new school-houses have been built during the past few years in my district. Some it is true are needed, but with a few exceptions even these can be repaired at a small expense and be made to answer the purpose required.

To moralize is not my forte. I leave that business generally to those who have been more liberally or especially educated for the duty. Born a worker and educated a surveyor, I believe in calculating carefully my latitude and departure, establishing the bearing and proper course to pursue, and to cut and hew, dig and delve through plains and forests, over valleys and mountains, both real and imaginary, until the end is achieved, but yet can be excused this once. Too much stress is generally laid by teachers and commissioners upon elegant school buildings. No one perhaps admires them more than I, is more pleased to enter them, or to encourage their construction, but I very much prefer a good teacher in a poor school-house, to a poor, unqualified teacher in an elegant one. Several of the most prominent officials of our county at the present time, men who successfully, honorably, and I believe satisfactorily, fill their positions of trust and of honor, were schoolmates of mine, and graduated in a school-house far inferior to some of the barns now in our county. The "little church around the corner," where true religion is taught and truly religious, pious and honest men kneel in humble reverence, is to my mind much to be preferred to the costly edifice incumbered with debt, cushioned pews and accompanying

surroundings, where true religion is the exception and not the rule. While I do not wish to and believe am not behind the times in all that tends to the advancement of material wealth, prosperity or of education, I am and shall always continue to be opposed to that which does not seem to promote these ends. I much prefer, urgently insist and encourage, every trustee to pay good wages, employ good teachers at any price, even though at seemingly exorbitant rates, rather than poor teachers at any price. I have never yet met with any class of people, at least there are none in my district, who are not willing and even desirous of paying their money where they can clearly and plainly see that they obtain an equivalent, and I have yet to meet with any class of people who will cheerfully pay their money when they do not or cannot be made to see such a result. There is no use in fault finding because people will not attend church or send their children to and encourage the schools; make them attractive and they will flock to them as children in a country town flock to the circus.

There are four teachers' associations in our county. At their meetings, held in different localities and usually at different times, very much good work is done and many excellent ideas advanced. In fact, I doubt very much whether the institutes held each year in our county do any more or even as good work for the advancement of the cause of education as do our teachers' associations. Not only do they aid the teachers in their work, but they are the means of educating the people who usually attend their meetings. You can bear witness of the truth of this remark from the large attendance present, and the programme presented on the occasion of your visit to our county at the meeting of the institute in April last at Greenport. These associations should, under some circumstances, and when complying with certain specified rules and regulations, receive State aid and support.

Finding that the boundaries of school districts in the five towns under my jurisdiction were, as a rule, in a very unsatisfactory and unsettled condition, I have, during the past year, been making a special effort in the direction of having them mapped and recorded in a plain, distinct and as perfect a manner as possible, without incurring any unreasonable or unnecessary expense. To accomplish this matter the most effectual, I have drawn maps of each and every school district, on a scale usually of about eighty rods to an inch, locating every public road, every house, stream of water, harbor, bay or other permanent monument. My experience as commissioner of highways for several years enabled me to have a pretty thorough knowledge of my own town at least, although it embraces an area of about 400 square miles, or about one-third of my district, and my experience as surveyor has made me quite observant of locality, familiar with map drawing and other qualifications quite essential for the easy accomplishment of the object. With the aid of a delineator and an auto-litho printer, I drew and copied about ten maps of each district, or over 800 in all. I sent three maps to each board of trustees and usually one or two to each teacher of each and every

school district, with a request that they make such alterations, corrections and additions as they knew to be right, and when properly marked and completed, to return to me one or two copies and retain the others for use in the district. These maps were all or nearly all corrected, revised and boundaries marked as the trustees understood them and returned to me. From them, when corrected, I am preparing maps of each town, to include every district in each, as well as other districts which extend into adjoining towns. As soon as prepared, I make an appointment to meet several boards of trustees in some convenient locality, where, in usually a friendly manner, disputes or differences as regards the boundaries are settled and determined, marked and defined. My task is by no means completed. To draw properly over eighty different maps, and take from eight to fifteen copies of each, is no small task; but to revise, correct, complete and settle disputes where conflicting differences have arisen, is still more difficult. I have commenced the work, however, and propose to complete it.

In the prosecution of the work, I have found many thousands of dollars' worth of property which has not paid a school tax for years, and from every quarter have received words of encouragement and an earnest desire on the part of school boards for me to push the matter to a successful completion.

I cannot tell how many official visits I have made during the year, in very many instances neglecting to record my name. It has been my usual custom to notify boards of trustees several days in advance of the proposed visit with a request for them to meet with me at the school-house, but not inform the teacher of my coming, which request is generally complied with. When we meet, matters relative to the welfare of the district are canvassed, repairs and improvements for health, convenience and necessity are suggested, views expressed and advice given to teachers in regard to the studies pursued, management of classes and general conduct of the school as our experience may suggest, and the result has been, I believe, generally conducive for good. These visits usually occupy half a day, sometimes more, seldom less for each school; and I have made one visit at least, sometimes two, and occasionally more, to nearly every school, generally attending to such duties and making visits to such localities, and at such times as, in my opinion, the general welfare and prosperity seem to require.

But little trouble has arisen in any of our schools with regard to the duties or qualifications of teachers. My recommendations and suggestions have been generally accepted, kindly received and adopted, and in but one instance have I thought proper to relieve a teacher of her responsibilities in order that another and more efficient one might take her place.

A few changes have been made in the boundaries of districts, and a few more are under consideration, which, I hope, may be effected without serious difficulty, and result for the general good.

Thanks to the people of this district who selected those able and

efficient men who have preceded me, and in whose footsteps I am striving hard to walk and to work. I found through their united efforts an excellent corps of teachers and the schools generally in a most excellent condition when I assumed the duties of my office, and I trust and hope I shall be able to leave them in as good if not better condition when my official term shall have expired. Although far from being perfect, I believe their condition at this time is better than ever before, and not inferior to any in the State.

Regretting very much that important official duties and engagements have compelled me to write this long report, instead of a short one, feeling grateful to one and all who have given me advice and encouragement in my path of duty, with many thanks to both teachers and trustees for their hearty co-operation and respect shown me, I need not again assure you that in return for favors received in the performance of your public duties, or to aid you in your work you may always consider at your service,

Very truly yours,

JUSTUS ROE,

School Commissioner.

PATCHOGUE, *December 22, 1880.*

SULLIVAN COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— I submit the following report of the condition of the common schools of this district.

One hundred and forty-four visits were made during the school year ending September 30, 1880. In eighty-three schools visited during the winter term, 2,296 pupils were present at the times of such visitations. The common branches, which may include spelling, writing, reading, arithmetic, geography and grammar, were taught in all. Civil government was taught in forty-nine schools; United States history in fifty-seven, physiology in eight, algebra in thirty-two, drawing in two. In sixty-one schools visited during the summer term, 1,763 pupils were in attendance. In the summer schools, instruction was confined to the common branches, with the exception of nine or ten schools. It is important that a course of instruction for the public schools be defined by legislative enactment.

Our apology for exercising the right of taxation to educate the children of the State is that upon the intelligence of the masses rests the security of the State. Then we should educate them for the intelligent performance of the duties of citizenship, as well as for the transaction of the ordinary business of life. That they may be able to solve difficult forms of the quadratic equation, or give the source and direction of the rivers of the eastern continent,

or understand the arbitrary rules that govern the infinitive mood or nouns in apposition, is not absolutely necessary; but it is necessary for them to know the geography of their own towns and counties, and of their own country, to write a letter correctly, to accurately measure quantity and value; and it is of vital importance that they should be acquainted with the history of their own nation, the sacrifices that were made to found it, and the causes that have led to its tremendous growth. They should know something of the distinctive features of our form of government, of the powers, duties and responsibilities attaching to official trusts, and the rights and privileges of the citizen. We ought to educate our youth to be intelligent readers and good arithmeticians; and if we would preserve our priceless political institutions from the assaults of anarchy, or from the decay that corruption engenders, we must educate them to be intelligent voters.

To that end our history and government must be made prominent subjects in every school. Teachers should be made to inform themselves upon them, and to give them time and attention in the school room.

WEAK DISTRICTS AND POOR TEACHERS.

There are in this commissioner district, and probably in most others throughout the State, teachers who are not qualified, by reason of want of education and training, to properly perform the work of instruction. That this is a necessary evil, every commissioner of a rural district, located in the new and poorer sections of the State, must admit.

In looking over my abstract of trustees' reports for the past year I find one district in which the total amount of property, real and personal, according to the last assessment is \$4,430. This assessment represents the "full and true value" of the property in the district, as required by law, not one-third or one-half as was the custom a few years ago. The number of children reported in the district was fifty-three, and the apportionment of public money was \$114.44. To raise a tax sufficient to pay a good teacher, from this poverty stricken community, would be an impossibility. The district is so isolated as to render its consolidation with others an impossibility. It must have a cheap teacher, or none at all. Such cases as this are the strongest arguments in favor of the township system.

Again there are localities where a teacher, who has the advantages of education and experience, will not go if it can be helped. Many have said that, sooner than teach and board in such and such a district, they would quit teaching altogether. Ten years ago I formed a new district of a neighborhood containing fifteen homes and about thirty children, located five miles from any school-house at the nearest point. They had long needed a school, for some of the children had grown up without being able to read. Although the people were poor the district had property amply sufficient to

support a good school for the entire year, as the property of a wealthy corporation to the amount of \$45,000 was situated within it. After the formation of the district an excellent teacher was employed. She taught a few days and quit. Another succeeded her with a like result. As a last resort the trustees found a girl who had been a domestic in one of the neighboring villages. She agreed to teach the school if she could get a certificate. She was a very good reader, and had read considerable, wrote a fair hand and could spell. She knew but little of arithmetic beyond the four ground rules. Our language was indeed to her a "grammarless tongue" for she acknowledged that she had never looked into a grammar. She received a third grade certificate for that school, and taught it for two years. She did well; she worked hard for her own improvement, and that of her pupils while teaching; afterward went to an academy a term, then taught a year, then to a normal school, where she graduated, and is now a successful and honored teacher in another State. This instance is mentioned for the purpose of showing that the educational theorists, who are continually lamenting the decadence of rural schools, and charging country commissioners with being swayed by all sorts of improper influences in the examination and licensing of teachers, do not always know the difficulties under which they labor. Commissioners sometimes license persons who lack in education and the other requirements of a good teacher. But they are often compelled to do it by circumstances similar to those mentioned. I, for one, do not believe they do it because of a desire for re-election, nor because of the pressure of political friends, nor from any unworthy motive whatever. They do it in the exercise of a sound judgment. Surely nothing can so quickly destroy a commissioner's standing among the people who have selected him, as the indiscriminate licensing of every applicant for a certificate. Nothing that he can do will so surely prevent his re-election. By the wholesale granting of certificates to the ignorant and unworthy he places on record indubitable evidence of his own incompetence.

TEACHERS' CLASSES IN ACADEMIES.

The only academy or high school in this commissioner district is the Monticello Academy, founded about thirty years ago. This institution has been under the supervision of the Board of Regents, and has given instruction for some years to teachers' classes. During the winter term of 1875, a class of fourteen received instruction; in 1876, fourteen; in 1877, two classes of fifteen each; in 1878, a class of nineteen, and in 1879, a full class of twenty was taught for thirteen weeks. These classes were made up in part of young teachers of one or two terms' experience, and partly of those preparing to teach the next summer. It has been my custom to devote an afternoon, every two weeks, to the class by reviewing them in the studies pursued, and giving them suggestions in regard to their future work while they were members of the class. In accordance

with my request, the principal of the academy gave them special teaching, from time to time, in such branches as they were found deficient in at the bi-monthly examinations or reviews. A majority have been engaged in teaching since leaving the academy, some being among the best teachers of the county. The small sum paid by the State for their tuition has been well expended.

EXAMINATION OF TEACHERS.

During the past school year, I have examined eighty-three applicants for certificates. Sixty-four of these were teachers who held expired certificates and were re-examined. Five received first grade certificates; sixty-one second grade, and ten third grade. Seven applicants have been refused license.

The examinations have been mainly written. Written (not printed) sets of questions, prepared in times of leisure, are given to the candidates. They are required to commence at the first question or problem, write it, and follow it with the answer or solution, if they are able to give it, and so continue through the exercise. The examination paper is indorsed with the name of the candidate submitting it, place where he or she intends to teach, and such other facts as may be deemed necessary, and filed. These papers are open to the inspection of trustees or others who may desire to examine them from proper motives. Up to within two years examinations for each of the grades of certificates were the same. First grade certificates were granted as a recognition of successful experience in teaching, rather than from any superior knowledge of books. For the past two years some problems in higher mathematics have been added to the second grade examination for candidates for a first grade certificate.

The following is a set of examination questions recently used:

ARITHMETIC.

1. Add the decimals forty-seven millionths, thirty-three ten thousandths and five hundredths; from the sum take fifty-three hundred thousandths; multiply the remainder by three and three-tenths, and divide the product by five millionths.
2. Paid \$1.50 for 78 feet of boards; what was the cost per foot? After the solution write the answer in words.
3. What fraction increased by 16 per cent. of itself equals $\frac{3}{4}$?
4. How many cords of wood in a pile 30 ft. 6 in. long, 6 ft. 3 in. high and 3 ft. wide?
5. If the digging of a well 10 ft. in diameter cost \$2.50 per foot in depth, what will the digging of one 6 ft. in diameter cost per foot?

GEOGRAPHY.

1. Bound the town in which you live, tell how it is drained, give the number of school districts in it, and its population as near as you can.

2. What is the meridian of a place?
3. Write the names of five of the States in the order of their population, and give their capitals.
4. What rivers form the boundaries of States?
5. What are isothermal lines? Describe as near as you can the course of the isothermal line which passes through this section of the State until it reaches the Pacific coast.

GRAMMAR

1. Write the plurals of *lady*, *wharf*, *thief*.
2. Explain the correct and incorrect use of the verbs "lie" and "lay," "sit" and "set."
3. Write a sentence having in it a verb in the infinitive mood without using the preposition *to*.
4. Write a simple, a complex and a compound sentence.
5. Analyze and parse "Teach me what is true."

HISTORY.

1. Who were the two most prominent members of Washington's cabinet?
2. What States did Clay, Calhoun and Webster represent in the U. S. Senate?
3. What was peculiar about the election of John Quincy Adams to the presidency?
4. Sketch briefly the leading events in the history of our country from 1840 to 1850.
5. Name five useful inventions made by American citizens, two American citizens prominent as historical writers with their chief works, two prominent as journalists, two prominent as novelists, and two celebrated as poets.

CIVIL GOVERNMENT.

1. What officials compose the board of town auditors?
2. What is the difference between the grand and petit juries?
3. What offices are filled by appointment by the President?
4. What officials form the President's cabinet? Give the names of the members of the cabinet under this administration.
5. What counties form this congressional district?

PHYSIOLOGY.

Describe the organs that circulate the blood through the body, and their action.

THEORY AND PRACTICE OF TEACHING.

1. Give your ideas in regard to teaching pupils to read.
2. When would you have pupils commence the study of grammar?

3. When would you have them commence the study of geography, and how would you commence teaching it?
4. How would you conduct a review exercise in arithmetic?
5. Mention the names of three distinguished educators?

PREPARATORY TRAINING OF TEACHERS.

A careful compilation from the record of teachers' examinations and visitation of schools presents the following facts.

In this commissioner district from October 1st, 1870, until October 1st, 1880, five hundred and twenty-three different teachers have taught a longer or shorter time, varying from three weeks up to ten years. Of this number, three were graduates of normal schools. One of the three taught the same school for three years very successfully. One taught six weeks, and one taught a winter term of sixteen weeks. Eleven out of the whole number had attended normal schools one or more terms, but were not graduates. One of the undergraduates has taught in one place for six years. One hundred and ninety-five out of the whole number attended academies one or more terms, while two hundred and ninety-eight received only a common-school education, followed by such instruction in the methods of teaching as could be obtained in the teachers' institutes.

Institutes are steadily gaining in favor among teachers and the people at large. A very marked improvement is visible in the schools of this district, and nothing has done more for such improvement than the institutes annually held in the county. None have been failures. All have helped to awaken teachers to a sense of their responsibilities, to a need of more thorough knowledge, and to the value of systematic methods in their practical work.

It is probable that for many years to come, the country schools, remote from the large villages or cities, will have to depend for teachers upon those who have been educated in them. It becomes, then, a very important question how the State can best fit these teachers for their duties. It seems to me that this can be done in no way so effectually and economically as by means of institutes held in the counties or commissioner districts, as long a time in each year as might be found to be practicable. The attendance of teachers might be made compulsory, but not without making some certain provision for assisting them to pay their expenses while attending. The present law directing trustees to give to teachers employed by them the whole time spent in attendance at institutes is generally evaded.

TAXATION OF TOWNS.

In two towns of this commissioner district, a town tax, equal in amount to the last apportionment of State school moneys, has been annually levied for several years. Whether this is in accordance with law is doubtful, but the tax is regularly voted at the annual town meetings, is levied by the board of supervisors in the fall, and collected without trouble. The money is apportioned by the super-

visors of the respective towns to the several districts, on the basis of the number of children of school age, and paid to the teachers on the order of the trustees, in the same manner as the money received from the State.

The towns in which this tax is raised are Lumberland and Highland. The former contains six school districts, through three of which the Delaware and Hudson canal passes. The assessed value of the canal property, according to the last assessment, is \$175,466. The assessed value of all the other property in the town is \$64,796. The town of Highland contains five school districts. The canal passes through two of them. The assessed value of the canal property in the town is \$132,900. The other property is valued at \$77,118. The town of Lumberland raises this year \$772.22 for the support of schools, and the town of Highland \$681.15. The apportioning and payment of these sums to all the districts is an immense advantage to the poorer sections of the town.

CHANGES SUGGESTED.

In answer to your circular of July 20th, I take the liberty to suggest the following changes in the school law of the State:

1. The appointment of school commissioners by the board of supervisors of the county, or the supervisors representing the towns composing the commissioner district.

2. The appointment of trustees by the commissioners, or by the commissioner, supervisor and town clerk of the town. In this way, capable men would be more likely to be placed in the office of trustee than by the elective system.

3. The examination and licensing of all teachers by a board composed of the institute instructors assigned for duty in the county, and the commissioners of the county. First grade certificates granted by the board to be valid for the State. Second grade certificates to be limited to the county. All examinations to be held at the time of the annual institute.

This would relieve commissioners of the suspicion of being actuated by political or corrupt influences; would give a uniform system of examinations throughout the State, and would do away with the pernicious practice of indorsing certificates, which commissioners are often induced to follow from fear of putting a meritorious teacher to an expensive journey in order to obtain an examination.

4. Instead of the 1st of October, let the school year commence the 1st of August. This would be an advantage for two reasons. Many of our schools commence their winter terms as early as September, and many others would do so were it not that at the annual meeting the administration of affairs is changed in the district by the election of new trustees. When an outgoing trustee employs a teacher for the winter term, and opens his school before the annual meeting, it sometimes leads to confusion and fault finding that seriously injures the school. Having the school year end in the

summer vacation would enable the people to hold their annual meetings, elect officers and prepare for a winter school before it ought to begin.

Another reason for the change is, that it would give commissioners time to get correct reports from trustees. Now the time is so limited that all a commissioner can do is to get the reports from the town clerks, make such corrections as his knowledge gathered from school visitations, teachers' reports, and other sources that may be within his reach, will help him to do, and make an abstract of them with all their imperfections. He cannot venture upon sending the reports back by mail for correction, for the chances are that, if returned in time, the second report will be worse than the first. If they are so inaccurate as to render correction by the commissioner impossible, his only remedy is to go to the district, find the trustee, last year's register and tax roll, and make out a new report. By having the reports filed the second Tuesday in August, ample time would be given to secure absolutely correct reports from every school district in the State.

5. Give the voters at the annual town meetings the right to vote a tax upon the town for school purposes, not exceeding the amount of the last appropriation of school moneys received from the State fund.

6. Apportion the public money upon some other basis than the average daily attendance. The present method offers a premium for keeping a school the least possible time to draw the public money.

Respectfully submitted,

CHARLES BARNUM,
School Commissioner.

MONTICELLO, *November 13, 1880.*

SULLIVAN COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. - In compliance with your order, I respectfully submit the following in addition to my financial and statistical reports.

During the school year ending September 30, 1880, I made one hundred and seventy-seven official visits in the schools under my supervision, spending, at least, half a school day in each. Upon entering the school room, if I am acquainted with the teacher's plan for managing classes, and with her methods of teaching, I usually take charge of the classes as they are called, examine them, try to ascertain their proficiency in the studies they are pursuing, and make such suggestions to both teacher and pupils, as the circumstances seem to require. If I have never seen the teacher work in school, I request her to conduct the exercises in the same manner

that she would have done, if I had not called. During the session, I observe her work, and that of the pupils, and if, in my opinion, any improvement in her plan or methods can be made, I suggest the alterations which I think it would be proper to make, being careful, generally, not to give the pupils reason to suppose that I disapprove of any thing the teacher does. I always try to impress both teacher and pupils with the necessity for thoroughness in their work, and I encourage pupils to seek first for the knowledge which will be most likely to be of practical value to them. I find that there is quite generally a lack of thoroughness on the part of both teacher and pupils, a disposition to pass over subjects too rapidly, and to adhere too closely to text-books. I frequently find pupils who recite well while I confine myself to text-book, failing when I ask them to do practical work appertaining to the same subjects, but not found in the text-book.

I try to visit each school in my district at least once during each term, and I generally succeed in reaching them all during the winter term, but as I have over ninety to visit, scattered over the hills and through the valleys of six large towns, I am seldom able to reach them all in the summer, when the terms are generally much shorter than in winter.

The care of the schools rests almost entirely upon the commissioner and the teacher. Trustees give them but little attention. They generally seem to think that when they have hired a teacher, and "set the school a running," their only duty to the school is performed. Not one in twenty of the trustees of my commissioner district ever visits his school, or gives it any sort of attention after the school is commenced. The trustees are frequently elected upon the issue that they shall hire as cheaply as possible, or expend only the public money in the payment of teachers' wages. This leads to a continual change of teachers, because the person who teaches during the winter must generally give way for a cheaper teacher for the summer, and thus by the time a teacher becomes acquainted with the capacity, disposition and wants of her pupils, she is compelled to go elsewhere, and another takes her place, perhaps, only to waste the children's time for the next term. This continual change of teachers is a prominent hindrance to progress in the country schools, but it is only the natural outgrowth of the present trustee system.

The office of trustee is seldom sought after by the most competent persons in districts, and it frequently falls into the hands of some one who has no real interest in the school. An opportunity to board the teacher, and thus obtain a little money is frequently quite an incentive to seek the office. Some ignorant persons are anxious to become trustees on account of the little popularity and authority that goes with the office. My attention has been called to two instances where the trustee contracted to pay the teacher certain wages, provided he would board with him, and pay an unusual price for board. In another instance, the teacher's father

offered to pay the trustee a stipulated sum, if he would employ his son at a price per week which he named. Some sort of wire pulling between teachers or their friends and trustees is not infrequent, and it seldom results in any good to the schools. I said, in a former report, that I consider the present trustee system the greatest obstacle in the way of educational progress in the rural districts. Further experience only serves to confirm this opinion. Under the system, the welfare of the schools too frequently depends upon the caprice or selfishness of the one person, who has been, either by accident or design, elected trustee, and no commissioner can successfully combat the ignorance, stubbornness and duplicity that arise out of it. I believe that a judiciously arranged township system of supervision would be productive of far better results, but the district system has so strong a hold upon the people, that any attempt to overthrow it suddenly will be considered an innovation upon their rights, and it will meet with strong opposition. I do not think, however, that the people will object to making the town the unit of taxation for school purposes. I have talked of this matter considerably in my district, and the plan is well received, except in the villages along the railroad. I believe that a majority of the tax payers of my district would favor such a change in the system of taxation. The plan recommended last winter by commissioner Elmer, of Suffolk county, seems to me the most feasible of any that I have seen recommended, viz.: Retain intact the districts as now constituted, allowing the inhabitants to elect annually a sole trustee; authorize these several trustees to assemble at some point in the town, choose a chairman, and by ballot, elect a town board of education from their own organization, this board to consist of three, five, seven or nine members, according to the size of the town and the number of districts therein. Their powers and duties should be clearly defined, and sufficiently ample to enable them to organize, manage, direct and control the schools of the town. The commissioner, *ex-officio*, should be a member of the several boards within his jurisdiction, and his power should be so extended that no teacher can be employed without his approval, save by a two-thirds vote of the town board."

If the present system must be continued, three trustees for each district will produce better results than one.

Under either the trustee or the district system, the school commissioner must be the principal supervisory officer, and in justice to the schools, the office of commissioner should be made as effective as possible; therefore I repeat, what has frequently been suggested, that the office should be protected by a statute providing that certain qualifications must be possessed by persons before they are eligible to it. The standard of qualification should be made sufficiently high to keep the office out of the hands of incompetent, inexperienced and immoral persons. This matter should certainly receive attention from the present Legislature, as school commissioners are to be chosen at the next fall election.

I think that the commissioner's term of office should be extended to six years; that he should be required to devote his whole time to the schools under his supervision; that his salary should be increased so that he is as well paid for his work as other educated persons, and that he should be promptly suspended or removed from office by the Superintendent for willful neglect of duty.

A few of the school-houses in my district are well arranged and well provided with apparatus. About sixty of them are comfortable and reasonably well furnished. The remainder are not fit for use for school purposes. Several of these are provided with backless seats, and with desks arranged around the sides of the room so that pupils sit facing the wall; others have seats arranged according to more modern methods, which on account of the ignorance of those who planned and made them are but little better calculated to secure comfort or convenience to the pupil. Some are but a poor protection from the cold, and others have leaky roofs. Most of these so-called school-houses are provided with some sort of black-board, but nearly all of them are destitute of maps, charts, globes and other necessary school apparatus. Three are not even provided with a chair. I have in three extreme cases, at the request of some of the more interested inhabitants of the districts, used the authority given me by the statute, to order repairs. As soon as the terms of these orders have been made known to the districts to be affected by them, lawyers have been consulted, and letters written to the Department by those opposed to the execution of the orders. The commotion and vindictiveness occasioned in each instance reminds me of an experience I had when a boy, immediately after thrusting a stick into a hornet's nest.

In several school districts in my commissioner district there is no privy for the school, and as the law now stands, there is no way to secure the erection of these necessary appendages, except through a vote of the district. For the sake of decency, the statute ought to be so amended as to either authorize the commissioner to order privies built, or to compel trustees to build them, in cases where districts are wholly unprovided with them, and the inhabitants refuse or neglect to vote a tax to defray the expense of their erection. I also recommend that when the school commissioner and supervisor find it necessary to condemn a school-house and order a new one built, that they be authorized to specify a sum to be expended in the erection of a new building not to exceed two per cent. of the assessed valuation of all the property taxable in the district. The present law relating to this matter is of no value except in weak districts.

The fall terms of schools are not generally commenced until after the annual meetings, and hence most of the schools have vacations through September and the first two weeks in October. It would be productive of more good to the children to elect trustees or school boards in August, so that schools could be commenced the first Monday in September. It would also, in my opinion, be better to

extend the legal school year to thirty-two weeks, and to apportion one-third of the public money in proportion to aggregate attendance instead of average attendance, as it is now apportioned. I also suggest that the commissioner be authorized to classify the schools under his charge into three grades, as he now does the teachers, and that trustees or school boards be prohibited from employing any except normal graduates, teachers holding State certificates or commissioner's certificates of the first grade, in schools classified as first grade.

In March and April and in September of each year, I hold examinations in each town of my commissioner district, to accommodate candidates for licenses to teach. These examinations are advertised for two weeks in the local papers, and they are generally held in the district school-houses in the principal villages. They are partly written and partly oral, and for certificates of the second and third grades, they are made in the following subjects, viz.: reading and definition of words, spelling, penmanship, arithmetic, grammar and analysis, United States history, civil government and methods of teaching. Candidates for certificates of the first grade are examined in algebra and physiology in addition to the above subjects. They are also required to have taught successfully, at least, three terms, and are expected to have some knowledge of the natural sciences, general literature and school law. The examinations for this grade are much more difficult than for the others, and are generally made in my office. Written examinations are made in spelling, arithmetic, grammar and analysis, geography, algebra and physiology. In the other branches, the examinations are generally made orally. All candidates who receive first or second grade certificates are required to pass at least seventy-five per cent. in each subject. Third grade certificates to those whose knowledge or experience is limited generally, permitting them to teach only in small schools during summer terms. I issue but few certificates of this grade, and have no fixed standard for granting them.

During the past school year, I have granted 24 certificates of the first grade; 88 of the second grade; and 13 of the third grade. Forty-nine licenses have been granted to males, and 76 to females. About seventy per cent. of those who present themselves for examination obtain certificates. I have raised the standard of examination considerably during my terms of office. Had I made my examinations, at the beginning of my first term, as difficult as I make them now, I could not have found a sufficient number of persons who could pass them, to fill the schools, without going out of the district or taking persons who would not work for what teachers are paid. I indorse no licenses granted by other commissioners, except those granted by my colleague, commissioner Barnum.

In the matter of granting licenses, I recommend that commissioners be required each year to hold two teachers' institutes, one between the first Monday in February and the first Monday in May, the other between the second Monday in July and the second

Monday in October, these institutes to be kept in session one full week, six days, and one day to be devoted to examination of teachers, the examinations to be made jointly by the school commissioners and the persons appointed by the Superintendent to give instruction at the institute. This course would relieve commissioners from the importunities of the friends of teachers, and have a tendency to make teachers more thorough in preparation for their work; it would also cause them to attend the institute. I sincerely believe that an amendment to the school law, in accordance with the above suggestions, would do much toward elevating the district schools throughout the State. The responsibility which rests upon the commissioner respecting granting licenses is a very grave one, and while the office is obtained through the votes of the people, he will have incentives to laxity in this part of his duties. Dividing this responsibility, and placing a portion of it in hands fully competent to receive it, a little further removed from the people of the commissioner district, has but few objectionable features that I can see, and if space would permit, I could say much more in favor of it.

Three normal graduates, and several persons who have attended one of the normal schools for one or more terms, have taught in my commissioner district, from time to time, since I have been commissioner. These persons do more systematic and better work than those educated in the academies and common schools. I believe that special training is as necessary to qualify persons to teach as it is to fit them to practice law or medicine. To give this training is the object of the normal schools. I believe that they are accomplishing the object, so far as with the present opportunities they can, and that they should be supported, encouraged and made as effective as possible. I urge young persons to attend these schools, and avail themselves of the advantages which they present. That there are persons who, without any special training, have succeeded well and even attained distinction as teachers, is fully admitted. These persons are natural teachers, and from them the best trained teachers may frequently learn what may be of advantage to themselves, but the number in this class is small, and most schools must be supplied with teachers from other sources.

There is one academy, the Liberty normal institute, in my district. At present it is under charge of John Dwyer, a graduate of the Albany normal school, and has about sixty pupils in attendance, most of them from the village of Liberty and its immediate vicinity. About the same studies are pursued as in our best district schools. If a good school were supported by the district which includes the village, the academy would soon cease to exist.

The teachers' institute for Sullivan county was successfully and satisfactorily conducted by Prof. C. T. Barnes and Prof. C. H. Northam. The institutes held in this county have undoubtedly done more toward preparing the teachers for their work than all other means combined. Teachers who attend them regularly are much more successful than those who do not, yet institutes are not

popular among the people of the county, or at least not in my district. Very few trustees are willing to pay teachers' wages while attending the institute, and many of them contract with the teachers in such a way that they either compel them to stay away from the institute, or lose their time while attending. Some teachers easily find excuses for staying away. The one most reasonable and most urged is that the wages paid to teachers is so small that they cannot afford to attend; but if they could not obtain a license without attending, they would easily find means to be present.

In most of the villages, and in some of the large farming districts of my commissioner district, there is considerable interest taken in the schools. Intelligent men are elected trustees, competent teachers employed, and in some instances, they are kept for several years in succession. I think it is the intention in most districts to support a fair school during the winter; but ignorance, penuriousness and a variety of other causes frequently prevent the accomplishment of even this. For summer terms, trustees outside of the villages are generally anxious to employ any person who will teach cheap, regardless of qualifications, ability or any other consideration, except that of holding some sort of license to teach, that will legalize the school; and trustees and patrons of schools frequently urge the commissioner to grant certificates to persons who they know are not qualified, simply because they are willing to spend their time in the school room for a mere trifle.

Respectfully submitted,

JOSEPH TAYLOR,

School Commissioner.

PARKSVILLE, November 12, 1880.

TIOGA COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—Your circular of July 20 requires a written report of the condition and wants of the schools under my jurisdiction, with such other matters relating to the cause of education as my observation and experience may suggest.

In compliance with your directions, I respectfully submit the following:

There is but one commissioner district in this county, composed of nine towns and 165 school districts, 151 of which have their school-houses situated in this county.

We have four academies and three union schools in this district. The academies are located at Owego, Waverly, Candor and Spencer. Of the union schools, one is located at the village of Nichols,

employing three teachers; one at Tioga Centre, employing three teachers; the other was established during the present year, and is located at the village of Apalachin in the town of Owego. These schools are all supplied with experienced and competent teachers, and are rendering valuable aid, not only to those desiring to become teachers, but also to those seeking a business and classical education. Besides these, there are six district schools in the county, where two teachers were employed for a period of 28 weeks or more during the past year. I am able to say, in relation to the schools under my jurisdiction, that prospects are flattering in most respects, and thorough instruction is characteristic of nearly all.

With the large number of schools under my charge it is almost impossible for me to visit each school twice in one year, unless my visits are mere "calls."

However, during the past school year, I have made 284 visits.

The following tables contain statistics taken from my abstracts of trustees' reports for the years 1879 and 1880.

TOWNS.	Districts.	Children between 5 and 21 years of age.		Aggregate attendance.		Average daily attendance.	
		1879.	1880.	1879.	1880.	1879.	1880.
Barton	20	1644	1738	1489	1483	825.599	777.453
Berkshire	8	389	466	317	348	184.605	191.014
Candor	26	1324	1297	1183	1066	566.264	580.325
Newark Valley	14	761	759	665	659	364.094	382.529
Nichols	12	526	474	398	388	235.588	238.568
Owego	37	3038	2903	2269	2436	1,340.047	1,325.445
Richford	13	442	422	358	390	196.974	201.389
Spencer	16	673	681	530	538	261.974	316.620
Tioga	19	1042	997	836	849	475.287	472.180
Total	165	9839	9736	7995	8200	4,440.433	4,475.423

This comparative exhibit shows that the number of children between the ages of five and twenty-one years is 103 less than in 1880, than in 1879, the number in attendance greater by 205; and the average daily attendance 34.991 more.

There were 199 licensed teachers employed at the same time for 23 weeks or more during the year ending September 30, 1880; nine were licensed by the State Superintendent and 190 by local officers.

EXAMINATIONS.


In the month of March, examinations were held in seven of the nine towns of the county, and another examination held at Owego, during the session of the institute in August. Applicants for certificates were examined in the following branches, viz.: Reading—accent, diacritical marks, emphasis, inflection, pronunciation, spell-

ing, letter writing, geography, English grammar, American history, civil government, methods of teaching, arithmetic, mental and written, penmanship and composition. I have licensed in all 281 teachers, 22 of the first grade for three years, 193 of the second grade for one year, and 66 for one district only and for term of six months.

I append herewith a list of questions used in last examination :

GRAMMAR.

75 Credits.

 Required in parsing, (1) the *part of speech* and classifications; (2) the *modifications* [*properties or accidents*]; (3) *syntactical relation* of each word designated

(Name the grammar with which you are most familiar.)

1. "Wig is abridged from *periwig*, which comes from the
2. Low Dutch *peruik*, which has the same meaning. When
3. first introduced into the English language, it was writ-
4. ten and pronounced *perwick*, the *u* being changed into
5. *w*, as may be seen in old English books."
1. How many nouns in the above ?
2. Give syntax of each noun in line 4.
3. Parse *as*, line 5.
4. Give the syntax of the participles.
5. Abridge the first sentence to its simplest form.
6. What is the chief object of the study of grammar ?
7. From what language is the English mostly derived ?
8. What is an idiom ? Give an example.
9. Write and number (*a*) a declarative, (*b*) an interrogative, (*c*) an imperative, (*d*) a simple, (*e*) a compound and (*f*) a complex sentence.
10. Of what two kinds is "If I will that he tarry 'till I come, what is that to thee?"
11. Parse *will*. Tell the mode of *tarry* and *come*.
12. Why are there properly so few tenses in the subjunctive mode ?
13. What is the difference in *time* and *meaning* of "If I were invited," "If I was invited," "If I had been invited."
14. In "I bade Joe cheer up and be a man," give the *mode* of the last two verbs and the *case* and *syntax* of the nouns.
15. Rewrite the sentence fully in the passive voice.
16. Write the names of the parts of speech represented by that, and give the syntax of Nos. 1, 2, 3 and 9 in the following:
John said, in speaking of the word that, that, that, that, that,
that lady parsed was not that, that, that, that question
called for.
17. What question does a cardinal number answer ?

18. Give the *syntax* and *rules* for governing *whatever* and *man* in, "I dare do whatever becomes a man."
19. In the following, correct what you think wrong and give a rule or reason for each correction:
 - (a) I should like to have gone. (b) They believed it to be me
 - (c) I remember some years since to have done it. (d) I do not doubt but what he will pass. (e) He said air had weight.
20. Rewrite the sentence, "He wept for his sister," five times, inserting *only* in a different position each time. Explain the variation of meaning, and tell the part of speech of *only* in each sentence.

HISTORY AND CIVIL GOVERNMENT.

100 Credits—75 Required.

1. Give an account of the surrender of Lord Cornwallis. (5 pts.)
2. Give the early history of New York State. (5 pts.)
3. How was Texas acquired by the United States? (5 pts.)
4. Why was slavery first established in the South, rather than in the North? (5 pts.)
5. What is meant by the doctrine of States' Rights? (5 pts.)
6. Who was Stephen A. Douglass? (1.)
7. (a) Where and (b) when was the first railroad built in the United States? (5 pts.)
8. On what conditions was Missouri admitted into the Union? (5.)
9. What were the chief causes that led to the American Revolution. (5 pts.)
10. What father and son were Presidents? (5 pts.)
11. What is a school district? Name the officers in a school district, and tell the duties of each officer. (10 pts.)
12. (a) What is a county? (b) How formed? (c) Name the offices in Tioga county and give the salary of each officer. (a=2, b=2, c=6.)
13. What are the qualifications of a President of the United States, as defined by the Constitution? (10 pts.)
14. How may amendments to the Constitution of the United States be made? (5 pts.)
15. Of what bodies does the Legislature of the State of New York consist? (10 pts.)
16. What are the qualifications of a member in each branch. (5 pts.)
17. What is the difference between a grand and petit jury? (1 pt.)
18. Who is President of the United States Senate? Can he vote? (1.)
19. Can a member be arrested while Congress is in session? (1.)

20. Can a person hold an office under the United States and be a Member of Congress? (1.)

READING, COMPOSITION, PENMANSHIP, METHODS OF TEACHING.

100 Credits—75 Required.

Answers to Nos. 1 and 2 may constitute Examples of Proficiency in English Composition.

1. What general advice on reading may be given to every one? (5 pts.)

2. What objects are to be aimed at in the study and teaching of reading? (5 pts.)

"God made thee perfect, not immutable,
And good he made thee, but to persevere,
He left it in thy power; ordained thy will
By nature free, not overruled by fate
Inextricable, or strict necessity."—MILTON.

3. What do you know regarding the author of this extract?

4. Define "immutable," "persevere," "ordained," "overruled," "inextricable." (5 pts.; 2 each.)

5. What is the difference between *enunciation* and *pronunciation*?

6. Mark, for pronunciation, according to Webster or Worcester, the following words: *amateur, romance, albumen, fairy, laugh, blue, legislature, water, bronchitis, enervate*. (10 pts.; 2 each.)

7. What is emphasis?

8. What words should be made emphatic?

9. What are inflections?

10. Give a good plan for explaining elementary sounds to beginners.

SPECIMEN OF PENMANSHIP.

"Napoleon left Paris, Nov. 16, 1807; Josephine accompanied him. At midnight of the 15th, at the close of a brilliant assembly in the Tuilleries, he said, in retiring, to an attendant, carriages at six, for Italy.

11. Name and represent the principles used in the construction of the small letters. (5 pts.)

12. With what material should each member of a writing class be supplied? (2 pts.)

13. Describe the best position of the arm, hand and pen for writing. Tell the reasons why they are the best. (5 pts.)

14. Would you use printed copies in teaching writing? Why? (5.)

15. Classify the capital letters on the basis of principles involved, and represent the principles. (10.)

16. Give directions that should be observed closely during the first day of school. (4.)

17. What are the objects of study? (1.)

18. What may be considered as some of the most important qualifications of the teacher? (4.)

19. What is your opinion of the practice of offering prizes to secure high attainments in study? (3.)

20. If a pupil is indifferent about failures, how would you arouse his ambition? (5.)

21. Distinguish between teaching, instructing, informing, and learning. (5.)

22. Can a teacher legally expel a pupil from school? (2.)

23. State the duties of a teacher in relation to the school register before he can collect pay for his services. (1.)

24. State causes for which a trustee may dismiss a teacher. (1.)

25. When and where must the annual school meeting in each district be held? (1.)

SPELLING, LETTER-WRITING, GEOGRAPHY.

150 Credits—110 required.

1. What rule of spelling is illustrated in spelling the plural of *sheaf, money, family*? (3.)

2. What is the distinction between a *vowel* and a *consonant*? (1.)

3. Rewrite correctly and distinctly the following, placing it in the form of a letter, and using the proper marks for punctuation:

Dear sir you will remember my promise to mail a letter to your address soon after my arrival at the island empire of jappan and also my promise to give you a brief discription of this Country. this empire includes the islands of nippon yesso, kiusiu, sikok and many smaller islands these islands are mountanous and volcanic and remarkably picturesk with nummerous bays and chanel hills crowned with anshent temples, high cliffs hung with vines and a highly cultivated country streching inland most of the islands are well wooded with oak burch cypress and Cedar mulberry trees abbonnd and meny towns and vilagges are suported entirely by the silk culture one of the most valuable trees is the varnnish tree, which yealds the milky juisse from whitch jappanese varnnish is made. Thease islands have a dens poppulashun of about thirty five million soals the dress of all ranks is simimilar in form difering only in collor and matterial and consists of one or more loose gowns fastened at the waist with a wide belt The jappanese excell in the manufacture of gilt and lacker ware They make a grate varrietty of papper some of exkwisit tecksture. reasently the jappanese have oppened their poarts to foreiners and even send their own people to eуроap and ammerrica for the purpose of introducing masheenery and new methods of manufactor and for education

very truly yours

j k l
(20 pts.)

4. What zones have four seasons? Why? (2 pts.; 5 each.)
5. Define mathematical geography—Political geography. (2 pts.; 5 each.)
6. What States *border* upon the Mississippi river? (10 pts.; 1 each.)
7. What States and territories respectively produce the following articles in the largest quantities: gold, silver, petroleum, salt, and sugar? (5 pts.; 1 each.)
8. Name the capitals of the following countries: Canada, Brazil, Mexico, Spain, Asiatic Turkey. (5 pts.; 2 each.)
9. Sailing up the river Seine, from its mouth, what three important cities would you pass? (3 pts.; 4 each; 4 off for each error.)
10. "Philadelphia is in $39^{\circ} 55'$ No. long.; and $75^{\circ} 8'$ W. lat." is this correct? Give reasons for your answer. (2 pts.; 5 each.)
11. What two rivers in connection constitute the longest water route in North America? Where does this route begin and where end? (4 pts.; 3 each; 3 off for each error.)
12. How many States are there in the Union? How many were in the original Confederacy? (2 pts.; 4 each.)
13. What is the great peculiarity of the land in Holland and Belgium?
14. What determines the position of the tropics and polar circles? (2 pts.)
15. State the two principal causes that co-operate to produce the change of seasons. (2 pts.)
16. Give the latitude of the polar circles?
17. A merchantman is to sail from New York city to Manchester, England; discharge cargo and return via Rio Janeiro. Name two *leading articles* exported by the United States, to make up a cargo suitable for Manchester; two from England suitable for Rio Janeiro; two from Brazil suitable for New York. (9 pts.)
18. Bound the State of New York. (4 pts.)
19. Name the counties bordering on the Hudson river—Those of Long Island. (15 pts.)
20. Mention the largest five cities in the State of New York, and name the county in which each is located. (5 pts.)

ARITHMETIC.

100 Credits—75 required.

Whenever possible, *indicate* by signs, the solution, and *express*, briefly, all necessary computations. *Numerical answers alone* are not enough.

1. How does the unit of a fraction differ from a fractional unit? (2 pts.)
2. Name and define the terms of a fraction? (2 pts.)
3. Is a fraction a number? (1 pt.)
4. Define the following terms: subtraction; difference; remainder. (1 pt.)

5. Divide 2144 by 32, and explain every step. (5 pts.)
6. Divide 3-7 by 2-5, analyze the process, and deduce a rule from it. (5 pts.)
7. What will be the cost of 35 three-inch plank, 22 feet long, 16 inches wide at \$17.50 per M.? (5 pts.)
8. How much will it cost to carpet a room 18 feet square with carpeting $\frac{3}{4}$ of a yard wide, at \$1.50 per yard? (5 pts.)
9. 33 is $2\frac{1}{2}$ per cent. of what number? (3 pts.)
10. Suppose a cistern has two pipes, and one can fill it in $7\frac{1}{2}$ hours, and the other in $4\frac{1}{2}$ hours: in what time can both fill it, running together? Give full analysis. (5 pts.)
11. B and C can do a piece of work in 12 days; with the assistance of A they can do it in 9 days: in what time can A do it alone? Solve by analysis. (5 pts.)
12. Solve the following by proportion, not using cause and effect: If 42 men, in 270 days, working $8\frac{1}{2}$ hours a day, can build a wall $98\frac{1}{2}$ feet long, $7\frac{1}{2}$ feet high, and $2\frac{1}{2}$ feet thick; in how many days can 63 men build a wall $45\frac{1}{2}$ feet long, $6\frac{1}{2}$ feet high, and $3\frac{1}{2}$ feet thick, working $11\frac{1}{2}$ hours a day? (10 pts.)
13. In a certain township, it becomes necessary to levy a tax of \$4423.2475, to build a public hall. The taxable property is valued at \$916210, and the town contains 150 polls, each of which is assessed 50 cents. What amount of tax must be raised to build the hall, and pay 5 per cent. for collection, and what is the tax on a dollar? What is a person's tax who pays for 3 polls, and whose personal property is valued at \$2100, and his real estate at \$3000? (10 pts.)
14. There is a wall 45 feet high, built upon the bank of a stream 60 feet wide: how long must a ladder be that will reach from one side of the stream to the top of the wall on the other? (5 pts.)
15. (a) How many dollars will purchase 320 pounds of hay at \$6 per ton? (b) How many eggs can be sold for 50 cents and gain 25 per cent., if they cost 20 cents per dozen? (c) Required the longitude of a traveler's starting point, if, on reaching longitude $90^{\circ} 45'$ east, his watch has lost 1 hour, 30 minutes, 45 seconds. (d) Divide six hundred-millionths by two hundred, and then express the answer in words. (e) Reduce $4\frac{1}{2}$ to an improper fraction and analyze the operation. No credit will be allowed unless the analysis is given. (16 pts.; a, b, c, d, e=2 each.)
16. A and B enter into partnership. A furnishes \$240 for 8 months, and B \$560 for 5 months. They lost \$118. How much did each man lose? (5 pts.)

17. Add ...	T.	cwt.	qr.	lb.	oz.	dr.
	14	13	2	15	15	15
	13	17	3	13	11	13
	46	16	3	11	13	10
	14	15	2	7	6	9
	11	17	3	10	15	11
	—	—	—	—	—	—

(10 pts.)

18. Is 217 a prime or a composite number? (1 pt.)

19. Sold 2462 feet of boards, at \$7.25 per 1000.

600 feet scantling, at 11.75 per 1000.

1012 feet plank, at 1.25 per 100.

77 feet hewn tim. at .15 per foot.

Write a bill of the same and receipt. The seller may be John Smith, the buyer James Brown. (10 pts.)

SCHOOL-HOUSES.

Only two new school-houses have been built during the past year, but both of these are fine structures and reflect much credit upon the inhabitants in the districts in which they are located. One is in union district No. 15, Owego, and the other in district No. 6, in the town of Berkshire. Both buildings have been furnished with patent seats, and the former with fixtures unsurpassed by any union school in the county.

The school-house in district No. 14, in the town of Tioga, has been thoroughly repaired. Other buildings are now undergoing repairs, and still others will either be repaired next year or new ones built.

There are still some school-houses in the county utterly unfit for the accommodation of pupils, but I am happy to state that this number is steadily decreasing.

TEACHERS.

It has been my aim to raise the standard of teachers' qualifications, and thus secure to the schools of the county more efficient and thorough teachers. Very few who engage in teaching do so with the intention of making it a profession, but simply intend to use it as a "stepping-stone" to something better. Hence they are unwilling to incur the expense of three or four years of special training for the limited time which they intend to devote to teaching. However, the teachers of Tioga have welcomed any endeavor on my part to raise the standard of examinations for certificates, and have heartily co-operated with me in this matter. The majority of our teachers are, I think, beginning to understand that there is a theory and an art in teaching, that there is no state of blissful repose in the teachers' ranks, that we must either *advance* or *recede*, rise higher in the scale of good, first-class teachers, or go down below the standard. Certainly it is true that every year brings with it its changes, its improvements; every year requires of the teacher new thoughts, new work.

DISTRICT LIBRARIES.

It seems to me that the days of usefulness for district libraries have long since passed. In nearly every instance the amount of money apportioned to the district for this purpose has been used for the payment of teachers' wages.

Why not require each district to expend this money in purchasing school furniture?

TEXT-BOOKS.

The "Text-book" law has worked well here. We have a uniformity throughout the county, and all we want now is to be let severely alone.

EDUCATIONAL MEETINGS.

The annual meeting of the Tioga county teachers' association was held at Spencer, April 29, 30, and May 1, 1880. There were about 200 teachers in attendance, who were provided with free entertainment by the good people of Spencer. A general interest in all the exercises was manifest on the part of the teachers, and we believe that a larger and more profitable session of the association has never been held in Tioga county. The following programme was carried out with one or two exceptions.

PROGRAMME.

Thursday Evening, 7:00.

Chorus.....	
Address of welcome.....	Rev. STEPHEN VORHIS, President Board of Education, Spencer.
Reply.....	By President of Association.
Vocal solo.....	"When the Tide Comes in." Miss ALLIE SHEPARD.
Class in Calisthenics from Candor Schools.....	Conducted by Principal G. L. GRAHAM.
Select reading.....	"A Royal Princess." Miss CARRIE HEDGES.
Vocal solo.....	"Two Languages." Miss ANNA L. PERKINS, Waverly.
Lecture.....	"Wanted, A Man." Rev. A. L. SMALLEY, Waverly.

Friday Morning, 9:00.

Opening exercises.....	
A Lesson in Civil Government and why it should be taught.....	Prof. H. H. HUTTON, Waverly.
Class exercise in American history.....	Principal F. J. VOSE, Spencer.
Paper.....	"Are you a Teacher?" Principal E. C. BARTO, Nichols.
Class exercise in geography; town and county.....	Miss NELIA S. LOTT, Spencer.
Paper.....	"School-room Elocution." Principal F. H. FENNO, Smithboro.
Class exercise in primary reading.....	Miss CARRIE HEDES, Spencer.
Paper.....	"What to Teach, and How." Principal A. P. MINTURN, Newark Valley.
Class exercise in elementary geography and intermediate reading.....	Miss HELEN BUSH, Candor.
Exercise in elementary botany.....	Principal G. L. GRAHAM.

Friday Afternoon, 1:30.

- Class exercise in impromptu composition and letter-writing.....
Miss MARY J. LEWIS, Waverly.
- Qualifications of Teachers.....
Comr. A. B. HUMPHREY, Ithaca.
- Paper: "Why is the study of English grammar disliked in country schools?
What is the remedy?"
Principal L. O. EASTMAN, Richford.
- The "Quincy Method" of teaching geography. Illustrated by the use of the
moulding board. Also, a lesson in language.....
L. C. FOSTER, Superintendent of Schools, Ithaca.
- Paper....."How to Teach Primary Reading."
Prof. A. M. DRUMMOND, Owego.

Friday Evening, 7:30.

- Chorus.....
By pupils from Spencer schools.
- Recitation....."Mother and Poet."
Miss ANNA L. LEWIS, Waverly.
- Vocal duet....."The Hunter's Song."
Misses HUTTON and WILCOX, Waverly.
- Recitation....."Kentucky Belle."
Miss ANNA J. ATWATER, Waverly.
- Vocal solo.....
Miss ANNA L. PERKINS, Waverly.
- Lecture....."Educational Fallacies."
FRANK S. CAPEN, A. M., Professor of Mathematics, Cortland Normal School.

Saturday Morning, 9:30.

- Opening exercises.....
- Class exercise.....How to teach common fractions and percentage.
Principal E. C. BARTO, Nichols.
- Paper....."The Teacher's Mission."
Miss IDA A. CLARKE, Waverly.
- Class exercise: Analysis and parsing; difficult construction of infinitives and
participles.
Miss FANNY SWARTWOOD, Waverly.
- Elementary sounds of English language, with diacritical marks.....
Prof. H. H. HUTTON, Waverly.
- Class exercise in advanced reading.....
Principal E. C. BARTO, Nichols.
- Election of officers and appointment of committees.

We cannot speak in too high terms of our teachers' institute held in Owego, beginning August 16th and continuing one week. The instruction given by Professors De Graff and Lantry was of the right kind, and covered the *practical* work of the school room. The verdict of the two hundred and fifty teachers present was, that they were well paid for attending the institute.

With such instructors as we have had in attendance at institutes in this county, during my term of office, there is no question as to the beneficial results obtained from holding a teachers' institute. Each visit among the schools of this county more fully convinces me of the necessity of special preparation and training on the part of teachers before attempting to teach. Graduates of normal schools,

and teachers who regularly attend teachers' institutes, afford ample proof of the superiority of the trained over the untrained teacher, and furnish positive evidence of the good which these institutions are accomplishing for our common schools.

In conclusion, I beg leave to return thanks to the school officers, and the public generally, for their kindness and hospitality, and to the Department for favors received.

Your obedient servant,

H. W. CHILDS,
School Commissioner.

OWEGO, November 15, 1880.

TOMPKINS COUNTY—FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In compliance with your instructions, I herewith submit my report concerning educational matters in this district.

With your instructions for a special and general report of the condition of education, as seen from a commissioner's standpoint, and considering the fact that no report of the kind has been made from this district in many years, I may have added more supplementary egotism than is *directly* to the point. My aim has been to present the true condition of affairs, without varnish, dwelling more upon defects than in flattering successes. I could add many pages in "glorifying" our common school system, but I leave that to others, with the simple remark that, with all its defects, the product of the common schools is not inferior, in all that goes to make up a valuable citizen, to that which is city trained. After all, in times of *distress* and *distrust*, the country looks to the rail-splitting sons of toil, and to those trustworthy patriots who have received their fundamentals in *education*, and in *character*, in the much abused country schools. Any biography of the Nation's sturdiest men will furnish corroborative evidence of their rural grounding in essentials to success, and will illustrate beautifully the sources that lead FROM THE RAIL-PILE, THE TANNERY AND THE TOW-PATH, TO THE WHITE HOUSE.

JUST DOWN FROM THE HILLS AND THE SCHOOL-HOUSE.

During the past year, I made 167 official visits to schools, usually averaging a half a day in each school, but spending more time with the younger teachers, when I *knew* from personal knowledge what the more experienced teachers were doing. I calculate to *visit every school at least once every term*. This I have practically accomplished ever since I became school commissioner. When I

came into office the winter term was half completed and, though giving my whole time to it, I only reached half of the schools that winter. Since then I *have visited every district every term*. In two or three cases, each term, the schools had closed before I arrived.

I found during my first official visits, that more attention was given to arithmetic than to almost all the other studies combined. The children seemed to choose this in preference to any other study, receiving more encouragement at home to study this branch, since it is popularized as a "bread-and-butter study." I estimate that eighty-five per cent. of the pupils enrolled in the rural schools were studying arithmetic in some form; while only about ten per cent. were taking an indifferent interest in an endeavor to learn how to use the English language.

The apparent indifference in some of these districts (both on the part of pupils and parents) to any thing beyond the mere rudiments of "the three R's," impressed me deeply and soon determined my course of action.

I have devoted my best energies to awaken an interest in a broader, deeper education, and have endeavored to arouse much latent talent — seemingly wasting away in obscurity, because of inactivity.

There are too many, even in the Empire State, who seem to think that "if you kin larn a boy figgers he'll git along in the world." They seem to forget that figures are useless unless arranged by thought, and that that which adds to a man's general intelligence is so much toward a passport for "getting on in the world."

It is a common delusion in some sections that a pupil cannot pursue more than one or two studies successfully at the same time. The experience of almost every teacher proves that the child who takes the full quota of studies is not only less troublesome in school, but actually makes greater progress in all his studies than the idler with one study.

To meet the condition of things described above, I have exerted myself to bring about more general interest in education. To encourage and dignify such studies as the English language, United States history and civil government. To train the children to estimate what centuries of struggling, and what treasures of blood this government has cost; and knowing its cost, to think of its value and perpetuate in patriotic purity the privileges enjoyed under it.

I would not be understood as discouraging the study of arithmetic. I wish chiefly to emphasize the need of a broader and more general education. The education that fits a man to take his position as a citizen qualified to defend his business, religious, social and political rights without being wholly at the mercy of demagogues.

Believing as I do that the perpetuity of our institutions depends upon the general intelligence of the masses, rather than the special education of a few, I have urged and insisted that my teachers should possess the qualifications to instruct in the history of our

country and the management of our local and general government. In insisting upon this, I remember that the great mass of our citizens receive no further school training than that which they get in the district schools. They leave school to battle with the world at a great disadvantage. They become the prey of demagogues who are not their equals, except in possessing a superior intelligence in "fixing things" politically, and in yoking in the masses to do the hard work, and to bear an unfair proportion of the burdens of taxation.

With an experience as a teacher in three States and a study of the *results* of school training in many others, I am impressed with our national inconsistency in our ideas of educational training. We boast of free speech, free ballot, free press and free schools. What have we to show for it *in proportion to our possibilities*?

Our government is founded upon the general intelligence of the masses and their familiarity with our institutions. Here, if I am not mistaken, our school training is deficient. Our teachers are not properly qualified, and the attention given to United States history, civil government and general intelligence is altogether disproportionate to the end in view. Our training of the masses is too technical and narrow, too much in a groove. We give the masses very little to extend their intellectual horizon beyond content with existing evils, and we leave them to grow fat with shiftless complacency.

To remedy, in a measure, the defects noted above, which, by the way, are not confined to this locality, I have directed my efforts particularly during the past year. First, insisting upon the teachers qualifying themselves; and secondly, seeing that they carried out this idea in the school room as much as possible.

Though the results are crude in the abstract, I feel doubly repaid for these efforts; and am thoroughly convinced that they are appreciated by the teachers, pupils and parents. In many cases where I have been most severe in my demands, pupils and teachers have come to my aid and have expressed their approbation of this course. I am satisfied that the results of pushing such studies as United States history, civil government, and a practical use of the English language, will justify even severe measures. The idea that it cannot be done without interfering with some of the immediate bread-and-butter studies is erroneous. It *can* be done even in the most remote country schools. If not *with* books, then *without* books and by oral instruction, taking a half hour per day, with a free use of the blackboard. In this district, instruction in civil government was formerly the exception; now it is the rule. Hundreds of copies of Northam's Civil Government are scattered among the districts, furnishing a wholesome source of thought for all who consult them. My teachers are more or less familiar with the political machinery of the State and Nation.

While visiting schools I stop with the farmers and people in the districts, whose hospitable doors I always find open. In this way I

have gained a valuable opportunity to talk up 'educational matters with the people. It gives me an insight into their needs, thoughts and public sentiment generally. From this personal association I find education to be dearer to the masses than I had supposed; the mother being particularly anxious that their children should have the very best advantages that their means will allow. In many instances personal sacrifices are made on the part of parents that their children may enjoy educational privileges which they did not have themselves.

I find them as a rule very willing to acquiesce in educational improvements when proposed and pushed to completion; but from fear of impositions are not active in aggressive measures for needed improvements. Opposition frequently arises not so much against the cause of education as from ignorance of the value and importance of proposed changes. First, show a community the necessity of improvements, and convince them that they are making a good investment, and that they are getting the worth of their money, and really honest opposition subsides. *Malignant stubbornness* requires hyperdermic treatment.

OVER THE HILLS IN BOOTS AND AFOOT.

I ride "in boots" and travel afoot. Have not had a horse, except upon urgent occasions. I cannot afford to keep a horse with my present salary, and make sure of subsistence in superannuation. I have given my whole time to the duties of my office and in endeavors to keep up with the times. Thus far I have not conducted nor attempted any other business. Strange as it may seem, I left a more lucrative business to accept this office, because of preference. I like the business, and would cheerfully devote my life to educational work could I but see good health and a tolerable existence ahead. The history of commissioners in this State seems to prove that sooner or later they are compelled to recognize the uncertainties of the office, and turn instinctively to professional or other pursuits for stability of income and the necessities of life. It is a hard, wearing life, and the man who throws the necessary energy and means into it to succeed, finds himself superannuated at middle life and without a pension. The tenure of office is too doubtful and the salary too meagre to secure and keep a well trained corps of commissioners. I believe in the measures advocated before the Auburn convention last December.

1st. That higher qualifications should be required of commissioners.

2d. That the work should be equalized as much as possible throughout the State.

3d. That the salary should be increased to correspond with the quality and amount of work required.

STATISTICAL.

	1870.	1877.	1878.	1879.	1880.
Number of school districts.....	83	83	83	83	82
School departments.....	99	99	100	102	105
Teachers employed.....	110	110	112	114	114
Population of the district.....	20,000	.....	.....	.....	21,014
Children of school age.....	5,882	5,881	5,837	6,025	5,976
Enrolled in the schools.....	4,774	4,697	4,832	4,756	4,756
Per cent. enrolled.....	81	79	83	79	80
Average attendance.....	2,691	2,664	2,750	2,780	2,887
Per cent. of attendance.....	56½	56½	56½	58½	60½
Different male teachers employed.....	54	51	46	44	52
Different female teachers employed.....	133	134	142	141	132
Total number different teachers.....	187	185	188	185	184

During the year, I annulled one district, and condemned one school-house.

Those teaching last year were licensed as follows:

By the State Superintendent (appointment)	7
By the State Superintendent (examination) .....	...
By normal schools	11
By special superintendent of Ithaca	29

By the school commissioner:

First grade	none
Second grade	73
Third grade	64

Total 137

Grand total 184

I have issued certificates since October 1st, as follows:

First grade	14
Second grade	40
Third grade	28

Total 82

I estimate the total number of different teachers teaching in this district this year at 140.

TEACHERS AND CERTIFICATES.

Certificates are not given in this county, except upon actual examinations.

An annual examination, for the teachers of both commissioner districts, is held during and following the fall institute. Examinations are also held in the several towns in March and April. These spring examinations are designed more particularly for the accommodation of those wishing to teach during the summer terms only. I sometimes think that it would add to the professional dignity of teachers, and the value of certificates, to have only *one* examination for certificates during the year. Applicants for certificates would not depend so much upon the "chances" of passing the examination. They would appreciate more fully the importance of something more than superficial preparations. The present method of awarding the State certificates unquestionably enhances their value. Imagine the absurdity of his excellency, the State Superintendent of Public Instruction, being importuned, every time he turns a corner or alights from a car, to "please give me a private examination for a State certificate." And yet this is just about what commissioners are expected to do. Private examinations are very unanimously discouraged in this county. The commissioners of Tompkins have taken the ground that a certificate that is worth

having — a certificate that a commissioner may experience a feeble sensation of official pride in signing — is certainly worth earning. They also believe that there is a minimum point in "book knowledge" if you please, or in mastering certain fundamentals, above which every applicant should pass in order to be an *eligible candidate* for a certificate.

EXAMINATIONS.

Examinations for certificates are both oral and written and include the following subjects, viz.: Arithmetic, English grammar, spelling, geography with map drawing of State and county, reading, penmanship, elementary sounds of letters, United States history, civil government, methods of teaching and school law. A standing of seventy-five per cent. is required for a certificate of the third grade. Other grades based more upon actual success in teaching and qualifications for higher positions sought. (Hereafter we shall require a standard of eighty per cent. in "*Gumption*.")

A rigid adherence even to this standard has very materially changed the corps of teachers in this county. Though the teachers are younger as a class, they are much better *prepared* for their work, and with experience, better results may confidently be expected. Many teachers complained bitterly at first, because they were required to make up deficiencies. Now some of them are the most enthusiastic advocates of a "higher standard of qualifications."

Of their *own* accord, at the last meeting of the first district teachers' association, the teachers thanked the commissioners for the position taken; and went a step beyond, in *demanding* that we should add still other requirements to the list.

Knowing that there is as much variation in the value of certificates as there was once in the fluctuating value of "wild cat money," we have refused to indorse certificates, or to ask others to indorse ours, deeming it simple justice to protect our own teachers and give all parties the privilege of competing upon a fair basis. The commissioners of this section are gradually coming to something that looks *toward* uniformity. It would be a great step forward if we could have some system that would enhance and equalize the value of certificates throughout the State.

The revival of business interests which now offers more lucrative and permanent employment, and also the additional requirements for teaching, have very materially diminished the number of teachers. I have found considerable difficulty in finding a sufficient number of competent and willing teachers to fill the positions in my winter schools. Some of my trustees have traveled over the country for four and five days without being able to secure a duly qualified teacher. This is quite a contrast to the days when a trustee could find a dozen on his front stoop on the morning after school meeting, each vying with the others for the humble privilege of being "the *lowest bidder*."

One of the greatest obstacles that a commissioner has to deal with

is the transient and migratory element so prevalent among teachers. The compensation is so *lean* for the labor performed, and the inducements so few for making it a profession, that it is difficult to retain a corps of good teachers, no matter how much care is given to their training. So long as bread remains a temporal commodity, and so long as no substantial provision is made for our teachers, just so long may we expect them to be little more than educational tramps, traveling the circuit of circumstances.

TEACHERS' ASSOCIATION.

We have a very thrifty teachers' association which has done much to stimulate better work. It affords the teachers an opportunity to come together and compare notes based upon *actual experience* with different methods. The association meets twice a year. At the last fall meeting there were over 300 teachers present, which is probably as large proportionately as any similar gathering ever assembled in this part of the State. The following programmes were carried out to the letter, at these meetings, and without a single failure:

Meeting of the First District Teachers' Association, of Tompkins county, in Ithaca, Friday and Saturday, November 28 and 29, 1873.

PROGRAMME.

Friday, 10 A. M., at Library Hall.

Opening Exercises.....	
Paper.....	New Methods of Teaching, Reading and Spelling. TIMOTHY HUTCHINS.
Class Exercise in Primary Reading.....	MISS DELLA NEWMAN.
Paper.....	Principles of Teaching. MISS LAURA DOTY.
Qualifications of Teachers.....	Prof. JAMES JOHONNOT.
Calisthenics.....	Conducted by Miss ELIZABETH BILLS.
Paper.....	Thought and Expression. MISS CORA A. CURRAN.
Easy Experiments in Natural Philosophy and Chemistry.....	MISS BELLE SHERMAN.
Paper.....	How to Teach History. CHARLES M. McKEEGAN.

Friday, 2 P. M., at the Anatomical Lecture Room of the Cornell University.

Illustrations of the Use of the Cat in Physiological Teaching.....	Prof. B. G. WILDER, M. D.
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Friday Evening, 7:30, at Library Hall.

Lecture.....	"On the Philosophy of Object Teaching." JAMES H. HOOSE, Ph. D., Principal Cortland Normal School.
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Saturday, 9 A. M.

- Paper..... Science and Art of Teaching.
Principal JAY W. CHAPMAN.
- Use of the Globe.....
Prof. R. E. POST.
- Class exercise on the geography of New York State.....
- Class exercise in numbers.....
Miss ESTELLE UPDIKE.
- Some reasons why U. S. history and civil government should be taught in our schools.
Commissioner A. B. HUMPHREY.
- Paper: Why is the Study of English Grammar disliked in Country Schools? What is the Remedy?
CHARLES A. POTTER.
- Paper..... Teaching English Grammar.
DANA RHODES.
- Class exercise in language.....
Miss CARRIE RICHARDSON.

Saturday, 1:30 P. M.

- Paper..... Common School Teachers and Their Influence.
Prof. D. O. BARTO.
- Teaching penmanship.....
F. D. WILLIAMS.
- Class exercise in reading and Impromptu composition.....
Mrs. L. C. BROWN.
- The improvement of the teacher's leisure hours.....
FRANK W. CARMEN.
- The "Quincy method" of teaching geography. Illustrated by the use of the moulding board.
Superintendent L. C. FOSTER.
- Music will be furnished by pupils from the public schools, under the direction of Miss Candee.

NOTICES.

Teachers, trustees, members of the Board of Education, and all others interested in the cause of education, are cordially invited to be present and take part in the exercises.

A discussion of the subject presented is expected to follow each paper read, as time will allow.

Free entertainment will be furnished to teachers attending the meeting.

OFFICERS.

President — Supt. L. C. FOSTER, Ithaca.
Vice-President — LEVI HOLLISTER, Danby.
Recording Secretary — MONTGOMERY FARLING, Ithaca.
Corresponding Secretary — Miss ADDIE NEWMAN, Ithaca.
Treasurer — FRANK W. CARMEN, Jacksonville.
Commissioner of First District — ANDREW B. HUMPHREY, Ithaca.

SPRING MEETING.

First District Teachers' Association, High School Building, Ithaca, N. Y., Saturday, May 15, 1880.

PROGRAMME.

1. Teachers' qualifications..... A.G. GENUNG, S. Danby.
2. Geography without a text-book..Miss ARVILLA H. STARKWEAETER, Ulysses.

3. Exercise on map of Tompkins county, Miss HATTIE J. CREQUE, Trumansburg.
4. Class exercise in primary reading from script . Miss LAURA DOTY, Ithaca.
5. Personal influence of the teacher..... L. H. HOLLISTER, Danby.
6. Class exercise in language..... Miss JOANNA PUFF, Danby.
7. A graduating system for country schools..... Comr. A. B. HUMPHREY.
(Discussion of the foregoing topic.)
8. Class exercise in numbers Miss KATE HUMPHREY, Ithaca.

The exercises *will begin* promptly at 9 A. M., and will probably close at 4 P. M. It is hoped that all will come prepared to discuss briefly some one, or more, of the subjects presented.

While the teachers of this district are particularly urged to attend, a most hearty invitation is extended to *all* the teachers of this and surrounding counties. All teachers, trustees and citizens will be cordially welcomed.

L. C. FOSTER, *President.*

ADDIE NEWMAN, *Cor. Sec.*

A. B. HUMPHREY, *Commissioner.*

ITHACA, May 4, 1880.

SOURCE OF SUPPLY OF TEACHERS.

The present teachers have almost, without exception, had some of the advantages of "the higher education." The schools furnishing most of the teachers being the Ithaca high school and the union schools at Trumansburg and Newfield, respectively. With Ithaca in the center, and a union school at each end of my district, I consider the chances for a well informed corps of teachers to be very promising. I might add that these schools have been formed and graded within the past decade. The results will show more hereafter.

The "teachers' classes" organized at Ithaca and Trumansburg last year were crowded with young teachers and others wishing to qualify themselves more thoroughly for educational work. The work done by these classes was very satisfactory on the whole, and furnishes abundant proof to my mind of the wisdom of establishing such classes by State aid. In these classes I see the future teachers, and I am deeply impressed with the *possibilities* of such classes throughout the State. I think the State should guard very jealously their management. *Special* attention to, and instruction for such classes should be insisted upon. They should be made practically normal institutes for a continuous session of ten or twelve weeks.

I have learned to appreciate the importance of our academic and high school departments in considering their close relations to our common schools. Of the *thirty thousand* teachers engaged in the State last year, less than nine hundred, or less than three per cent., were normal school graduates. It is perhaps safe to say that ninety per cent. of our teachers never receive any further than a home, academic or high school instruction. Since these schools must furnish, for many years yet, the great mass of our teachers, the necessity of fostering them carefully becomes apparent to the most casual observer.

THE NORMAL SCHOOLS.

The normal schools do not reach the common schools *directly* to any appreciable extent. Of the one hundred and eighty-four teach-

ers employed last year, only *eleven* had received normal training, and only *one* of these taught in a common school. The others were in the graded schools, four being located where they had a chance to influence those thinking of teaching, one having partial charge of one of the teachers' classes.

The only perceptible influence of the normal schools comes in very homœopathic quantities through the graded schools. Educators in this locality are prompt to acknowledge the excellent work done by some of our normal schools, but there is some question as to whether they are accomplishing the work designed in their establishment. They are not popular with the masses. Their influence is very limited. They are not largely patronized. The prevailing opinion seems to be that the State of New York is not suffering so much for instruction in foreign and dead languages (as good as they are in their time and place), as for a more thoroughly American, a practical English course of instruction adapted on the best plan to effectively reach and intellectually arouse the dormant masses of the *present* generation. The central idea of doing the greatest number the greatest good should not be lost sight of. In our busy age few can spare years of maturity for attaining scholarship. What they get of preliminary education must be gained in youth, hence they are entitled to teachers trained in branches of learning that will arouse enthusiasm and furnish a wider intellectual horizon. Give them more of the natural sciences and history. The plan, already advanced by one of the normal schools, of a shorter and more practical course, was a step toward the people on the part of the normal schools. How far it can go without disintegration, or without too great a sacrifice of scholarship, is a question for serious thought. Subject-matter and methods work well together, like a pair of shears, but the normal schools are doing a large amount of work that ought to be mastered in our high schools and academies, where instruction can be had at less cost and inconvenience to the individual, and with less expense to the State.

THE TEACHERS' INSTITUTES.

The "teachers' classes" and "institutes" seem to be a more potent means of producing *immediate* results upon a scale proportionate to the great and pressing demand in the training of teachers for the *common* schools. Though one week is a brief time for an institute, the results have been surprising. The teachers' institute has this advantage; in that, if properly managed, it draws out nearly *all* of the teachers of the county at least once a year, enabling the commissioners and instructors to "*get at* some of the hard shells" and convince them that the world is moving, and to create within them a *desire* "to see the wheels go around." This association of old and young teachers of the conservative and the radical element, in the teachers' institute, even for a week, is very conducive to thought and reflection. The old teachers are astonished at the results of the use of *some* of the modern methods, and soon discover the way out of the old channel.

The institutes held here for the past ten years have done much toward introducing improved methods in education into this county, and in stimulating and encouraging independent thought and action among our teachers.

The institutes conducted last year by Professors De Graff and Lantry, and this year by Professors Kennedy and Post were particularly interesting and instructive. Of the 230 teachers in attendance at the institute of 1879, about 150 were from this district; of 200 teachers in attendance in 1880, 125 were from this district.

The discipline maintained at our institute is that of a well regulated school. Our last institute occurred at a fortunately unfortunate time. County fair, firemen's annual parade, several interesting conventions, theaters, political meetings, and numerous entertainments were in full blast every evening; *but the teachers, to their credit be it said, stood firmly by the institute throughout the week.* With several bands and a drum corps playing in front of the hall, none rushed to the windows, and only two left the hall "to see the elephant." Though the deafening racket outside made it impossible to go on with the institute exercises for many minutes, the teachers maintained army discipline in their respective places. In this connection it should be remembered that *not* every country teacher has the chance and means to attend city entertainments "all the year round," hence the temptation to make the most of current opportunities.

TRUSTEES.

The old customs of having three trustees is being very surely superseded by the "one trustee" system. It seems to be the prevailing sentiment, that *one* trustee carefully selected will attend to the business in a more satisfactory manner than three. Then too it is a very simple matter to locate responsibility when only *one* man is responsible. Extra pains were taken by some of the districts at the last annual meeting, to select good men for trustees. On the whole I am quite well satisfied with my present corps of trustees. Many of them have taken advanced ground and have given much valuable time to school affairs.

The trustees have been fairly prompt in sending their reports. This is the rule, but of course there are some very annoying exceptions. I wish I could speak as well of the accuracy of these reports. Were it not for my "teachers' reports" and data collected during official visits, it would be seriously embarrassing to undertake to make a *reliable* abstract from them. I do not think this arises so much from absolute stupidity, as from carelessness and from a lack of appreciating their importance. In far too many instances the answers are mere guess-work or unadulterated misrepresentations. For example, the facts examined will prove the utter unreliability of trustees' reports as to the value of school-houses and sites. Sites containing a quarter of an acre will be reported at \$100, when land next to it is selling for \$50 *per acre*. In some of my towns the valuation of sites is put down at a rate of over \$500

per acre when land adjoining can be bought for *less* than \$50 per acre. This one of many instances would go to show the advisability of dispensing with about half of the questions in our present form for "trustees' reports," and in making a thorough and reliable statistical report *quinquennially*.

I would suggest that the blanks for "trustees' reports" be printed in the school register, just as the blanks for "teachers' reports" have formerly been placed there. They will always be on hand then, and on time. They can be made out at leisure, and the teachers can accurately record such matters as relate to the attendance, etc., as soon as the term closes and before leaving the community. There will be no excuse for not returning them promptly. This plan will also save the double expense of distributing registers and blanks at different times. I think there should be a special register and special blanks for reports for joint districts — making the distinctions so definite that mistakes in reports from joint districts would eventually become the exception, and the reports would be approximately correct.

SCHOOL YEAR AND TERMS.

I think the school year should end July 31st instead of September 30th, and that the annual school meeting should be held on the second Tuesday of August. This would have a tendency to break up the barbarous practice of "keeping school nurseries" open during July and August, when the thermometer is dancing among the nineties.

This change would enable the new trustee to secure a teacher and have, first, a fall term of ten weeks, beginning the last of August; second, a winter term of sixteen weeks, beginning about the middle of November, when the larger pupils could attend — avoiding most of the very unfavorable month of March, and also the first part of April; third, a spring term, beginning about the middle of April and ending July 1st.

This would bring the greatest part of our school work within the months best adapted to mental work and general health. It would circumvent the "berry season" in a measure. Any one familiar with the facts will understand that "berries and hops" are very potent factors in disorganizing our public schools periodically.

EXAMINATIONS FOR COMMON SCHOOLS.

For the purpose of ascertaining more approximately the scholarship in the various schools, of measuring more accurately the work accomplished by the teachers, and for the purpose of arousing more local interest by indicating something to work for, I have announced an examination for next March of the higher classes in all the schools in my district (except Ithaca village).

The examinations will include the following branches for the first examination: Arithmetic, English grammar and spelling, geography

(including outline map of Tompkins county), reading and penmanship. A supplementary examination in United States history and civil government will also be given.

I shall prepare the questions and have them printed. The examinations will be conducted by a committee of teachers appointed by myself, and at one or two places designated in each town, as convenience may suggest. Instructions similar to those sent out with the "Regents' questions" will be issued to the conductors in charge. The committee will examine the papers and report the *results* to me (accompanied with the examination papers for verification, if desired). The papers will be marked on the general plan customary with the "Regents' examinations," and those who reach a standing of seventy per cent. will receive a certificate from the commissioner and the teacher. It is designed, ultimately, to make these certificates a passport for admission to our academic and high school departments without further examination, and also to serve as a "preliminary examination" for those wishing to become *teachers*.

This announcement having been made at the teachers' association last May, has served to stimulate the teachers to take pride in their work, and is an incentive for pupils to ground themselves more thoroughly in "*essentials*." It will also furnish them a means of measuring their attainments on other than a strictly local scale.

What the results of the examination will reveal cannot be accurately estimated now, but already I see a full justification of the experiment in the increased attendance and *special interest* manifest in some of the schools. Teachers, pupils, trustees and *parents* are becoming interested and look to the coming examination with great expectations for their pupils and children. Whether it is curiosity, novelty, or what not, I think the aroused energy of a thousand pupils and parents will amply justify a fair trial of the above. In its crude outlines, is not this idea a key to a "*something to work for*" in the country schools?

It will be some time before we can grade the country schools; but can we not outline a course of study, and say to *those who voluntarily follow it and comply with the requirements*, "You shall be credited according to the measures you bring."

LIBRARIES.

The school libraries, with a *very* few exceptions, are a standing joke upon that once beneficent institution. In their day they doubtless served a wise purpose, and were appreciated. In former days private libraries in the rural districts were very rare, books were generally scarce and costly. Now, books are cheap and more generally distributed throughout the country. Almost every farm house contains the nucleus of a library. The newspaper has, to a large extent, superseded the library, and furnishes by far the greater portion of reading matter for the masses. Few are the families who do not have access to newspapers.

Ninety per cent. of the districts use their library money for teachers' wages. I think the money appropriated for library purposes should not be used for teachers' wages until the schools are supplied with at least the following articles: 1. Webster's Unabridged Dictionary. 2. A complete set of outline maps. 3. A large map of the United States (revised within fifty years). 4. A map of the State of New York. 5. A map of the county. 6. A terrestrial globe. 7. Charts of vocal elements. 8. Six square feet of good blackboard (*hemlock not preferred*) for every pupil. 9. *Text-books for every indigent child not provided for.*

I will volunteer another suggestion in this connection concerning the disposal of the library fund. For the next three or five years apportion it to each commissioner district for the purchase of standard works on methods of teaching, and school and educational works generally; books that will help to educate our teachers and ultimately reach the people with, by, or through results. The common school teachers cannot afford to buy educational or professional books in preference to bread. Make this a circulating library for *teachers only*, or *first* commission the commissioner as custodian and librarian, and have the books all returned to him monthly, and accounted for by him annually.

If I had this money at my disposal I would see that *every teacher* was supplied with a good educational paper first, then I would furnish them with books calculated to stimulate educational work and make it more efficient. I would like the humble privilege of accounting for about \$500 next year after this manner.

Lastly, but not least in importance, I would call attention to the fact that there are many children in our schools whose parents cannot supply them with necessary text-books. Here is another opportunity for utilizing the library money in a manner that would be entirely consistent with the design of the fund.

SCHOOL-HOUSES AND SITES.

Half of the school-houses in my district are really good; one-third are enduringly comfortable, and the remaining sixth are a standing disgrace. I find the people generally in favor of repairing or building when called upon individually, but taken collectively in their legislative capacity, it is hard to secure effective legislation for improvements. Local quarrels and individual animosities and jealousies are almost sure to thwart the good intentions of the better element.

As to sites, they are almost invariably small, barren and cheerless. I might except ten per cent. In no case can I report a site as too large. So long as the parents persist upon putting a school house in the little half of a fence corner, so long may they expect their children to make a play ground of their farms. Give the children an acre or two to play in, and then restrict them to it.

SCHOOL DISTRICT BOUNDARIES.

The matter of district boundary lines is a source of constant trouble and embarrassment. Nowhere have I been able to discover

any map or outline of school districts. I can find nothing among the records of the town clerks. The only way to get information is to consult the tax roll, and the "oldest inhabitant" concerning tradition. I think every school commissioner should be provided with material for permanent records and facilities for preserving the same. This record should contain an accurate map of every school district, with the changes indicated from time to time, so that district boundaries may be readily determined. It should also contain an indexed record of all his official acts and orders that may be important. By special and urgent request, the board of supervisors, at their last session, kindly made provision for such a record book to be kept at the county clerk's office. In this record, after I have been superannuated, may be found an account of so much of my official work as may serve to settle disputes arising therefrom. My observation is that many of the local disputes are due to the absence of authentic and official records.

When I took my office, the official property that came into my hands consisted of a copy of the school code. My predecessor moved to a distant State without my being able even to interview him, and I knew little of his official work. I believe in magnifying my office, and I fail to see the impropriety of dignifying the office and recognizing it as a county office; providing it with a decent office for transacting business in a business-like manner.

TEXT-BOOK LAW.

The people are in favor of any law that will prevent frequent and often unnecessary changes in text-books. The Text-book law was not generally understood before the annual school meeting of October, 1877. It was looked upon with suspicion, and in many instances was simply regarded as a new device patented by wily book agents to catch the "dear people." The commissioners and some of the leading teachers made an effort to secure uniformity of text-books for the county in 1877, and accomplished something toward this end. The general opinion among the best educators here is that the Text-book law was a step in the right direction, and that its provisions should be even more stringent.

Perhaps one-tenth of the districts in this county treated the law with more or less contempt, two tenths simply "resolved that we adopt the books now in use." This was hardly in compliance with the statute which meant that the books should be specified or designated by name. The remaining seven-tenths complied with the law. The question of uniformity amounts to about this in substance; complete uniformity in arithmetics and algebras, substantial uniformity in readers and spellers, three kinds of geographies, uniformity in civil government, chaos and confusion outwitted in grammars and histories.

If the present law remains with *additional measures to enforce it*, I think some good may come of it in the course of time. The law is openly violated now in very many instances.

ENFRANCHISEMENT OF WOMEN.

The recent law enfranchising women as voters at school meetings has led to serious complications in some instances that have come under my observation. The cause of the difficulty seems to be a lack of definiteness in the law as to qualification of voters. The legality of important measures has been made questionable because of illegal votes, which in most cases have been cast with the best of intentions.

From various causes very few women voted at the annual school meeting, and then only in isolated cases. In fact, the voting was mostly confined to districts where some local question was closely and warmly contested; where more or less factional feeling had been stirred up.

APPORTIONMENT OF PUBLIC MONEY.

The present method of apportioning the public money seems on the whole to be a just and fair plan for the *common* schools, not wronging the rich districts and often very materially aiding the poorer districts. The teachers' quota now favors the weak districts. The apportionment upon the whole number of children is a common basis; that upon average attendance in most cases favors those who earn it. I think the number of weeks of school required to draw public money should be increased from twenty-eight to at least thirty. A suggestion has been made by some one to divide the total attendance by the uniform divisor of one hundred and forty days (twenty-eight weeks), to ascertain the average attendance. It would probably serve the purpose better to increase the number of weeks required to thirty, and divide by one hundred and fifty days. Excluding city and union schools from this, or adjusting it proportionately, it would encourage more school time and better attendance in the rural districts.

Most commissioners favor discontinuing fractions in reporting average attendance. I see no appreciable injustice that would occur should all decimals except, possibly, tenths be ignored.

CORPORAL PUNISHMENT AND INCORRIGIBLES.

Corporal punishment is now the exception in this district, where it was once the rule. Teachers do not resort to the rod until all other means have failed. Where the trustee is the right kind of a man, the teachers have little difficulty; for if a pupil is ugly, willful, vicious, in brief, incorrigible, the trustee expels him for the good of the school. That these incorrigibles should not be allowed to run at large is a self-evident proposition to any thoughtful man. For the public good and the welfare of the State and Nation, this embryo class of criminals should be looked after by the State when parental and local influences fail to reach their cases.

I think the establishment of a State school for incorrigibles, as advocated by L. C. Foster, before the association of commissioners

and superintendents at Auburn, last December, would be a step in the right direction. This would serve to restrain boys and girls inclined to incorrigibleness, and afford a means of removing a disturbing, dangerous and ruinous element from the public schools. One very bad boy, like a decayed apple in a barrel, may taint the whole. The removal of this element would relieve the teachers and school officers of an immense burden.

The most serious difficulty that would arise would be in drawing the constitutional line between parental and State rights or authority.

TAXATION AND EQUALIZATION.

As the large fish eat the small ones, so the larger districts have gradually drawn from the smaller ones. The strong have grown stronger and the weak weaker. As proof of this, I would call attention to the assessed valuation of property in each district. Reference to my "first statistical" report for 1880 shows that the assessed valuation of the common school districts varies all the way from \$125,730, with 97 children of school age, down to \$6,420, with 35 children. In the former case, the valuation is \$1,296 per child, in the latter only \$183. Each employs one teacher. The one paid eleven dollars per week for a teacher last term, and had *thirty-eight* weeks of school. The other paid a teacher *two dollars and seventy-five cents* per week, and had only *twenty-eight* weeks of school. In the larger, only 64 out of 97 were registered, and the average attendance was 32. In the smaller, 33 out of 35 attended some portion of the year, with an average attendance of 16. While the parents in the poorer district are doing their best to keep a good school, the disadvantage at which they are placed is too obvious to need further comment. It is plain that the children in the one district have not as good a chance for a good common education as children in the other. It also demonstrates the inequality in the burdens of taxation.

Half of my districts have an average valuation of less than \$23,000, while the other half will average over \$60,000. For the "poor schools" in the weak districts, there seems to be little hope of effectual remedy until more support from some source is furnished. We are simply demanding "bricks without straw." Some revision of our school system that will reach these weak districts, both in relieving them from the heavy burden involved in supporting a good school, and in supplying them with better teachers, seems to be the pressing need of the hour.

What I have said applies to and includes common schools only. The city and union schools will pretty surely be looked after. Believing that it is the true function of our institutions to protect the weak, I have presumed to say this much in behalf of those who must look to official authority for assistance. In the consideration of the great questions of taxation and equalization, which must

receive special attention sooner or later, I submit that the matter cited above is worthy of some special legislation. The adoption of the "township system" would meet the question of equalizing the districts and of removing boundary line difficulties; but the people are bitterly opposed to the "township system," fearing corruption and official and local discrimination. Were this system submitted to the people, I think they would reject it in this locality at present.

WANTED.

1. School year changed to end July 31st.
2. Annual school meeting changed to second Tuesday in August.
3. One trustee elected for three years.
4. No school during the six weeks following July 4th.
5. Teachers employed or continued for the entire school year.
6. No indorsement of certificates until they are equal in value.
7. Uniform examinations, or at least uniformity in minimum of requirements.
8. State or local aid for expense of written examinations, twice a year, in all the country schools, on a plan corresponding with the "Regents' preliminary examinations" for academies and high schools.
9. A revision and continuation of the blanks formerly used for "teachers' reports."
10. Revision of the form for "trustees' reports," with separate blanks for joint districts.
11. Uniform text-books for the county.
12. Equalization in valuation and taxation in districts.
13. Redistricting and mapping of districts, with provision for permanent records.
14. An office for commissioner and general headquarters for teachers, with place for papers, books, records, etc.
15. Popular lectures in every town to arouse public sentiment in rural districts.
16. At least 100 copies of the State Superintendent's annual reports, to put where they will strengthen our school system when attacked.

ITHACA SCHOOLS.

Though the official reports are made through the school commissioner, the Ithaca schools are not strictly under his supervision. Some seven years since the condition of the Ithaca schools was brought to the attention of the people by a large number of the most influential citizens, chief among whom was President Andrew D. White, of the Cornell University. Investigation proved the schools to be deficient in many respects, and quite unworthy of such an educational center as Ithaca. The citizens took the matter in hand, and wishing to make their schools equal, in their sphere, to the university, in the plane of higher education, they secured the passage of a special act (April, 1874), establishing a complete system of

graded schools in Ithaca, from the primary department *to* the university.

The board of education established by that act, believing some special supervision to be necessary, employed an efficient superintendent to devote his entire time and efforts to the development of the system. Ithaca draws \$800 from the State toward the salary of this special superintendent. An effort was made in the Legislature last winter to deprive Ithaca of this \$800. We are confident that the Legislature did not understand the facts in the case, or the effort to discontinue the appropriation would not have been made. Since the facts are not to be found in official papers, I deem it proper to mention here some of the results brought about by the change in the Ithaca schools, with the aid and attention of special supervision.

The old buildings have been either abandoned or remodeled with special care for proper heat, light, ventilation, convenience and comfort. Two commodious brick structures with ample grounds have been erected and equipped at a cost of \$24,000, and a third is being built at a cost of \$8,000. One has just been repaired at a cost of \$4,000.

The average attendance, which in 1874 — the year preceding the change — was only 829, has steadily increased, until last year it reached 1,384. During this period, the school population of the village has shown scarcely any increase, the school census of 1875 returning 2,589, and that of 1880, 2,680.

The following table tells the story of the progress of the Ithaca schools for the ten years from 1871 to 1880. I consider it worthy of a place in the educational records of the State.

TABLE showing the average attendance, moneys received from various sources, and the cost of the Ithaca schools for the ten years from 1871 to 1880.

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.
School population.....	2,153	2,243	2,283	2,402	2,569	2,407	2,501	2,572	2,591	2,690
Average attendance.....	678	675	747	823	955	1,153	1,205	1,272	1,289	1,394
Per cent. of school pop. in average att.	31	30	33	35	37	47	48	50	50	53
Sum raised by tax.....	\$4,522 00	\$4,546 00	\$7,712 00	\$9,466 00	\$23,101 00	\$30,542 00	\$18,124 00	\$15,008 00	\$15,960 07	\$14,063 39
Public money.....	8,330 00	8,705 00	3,934 00	4,218 00	4,205 00	6,237 00	6,646 00	7,104 00	7,231 15	7,235 88
Tuition.....	97 00	85 00	None.	None.	None.	1,293 00	1,015 00	1,358 00	1,240 81	1,308 93
Public money and tuition per capita in average attendance.....	5 03	5 61	5 27	5 08	4 40	5 97	6 35	6 59	6 71	6 22
Cost of tuition and supervision.....	7,043 00	8,078 00	8,368 00	9,943 00	10,640 00	16,364 00	17,077 00	16,847 00	16,360 90	15,710 50
Cost per capita in average attendance for tuition and supervision.....	10 40	11 97	11 86	12 00	11 14	14 64	14 17	13 28	12 89	11 35
Cost of text-books.....	753 32	875 23	No Rep.	483 27	703 26	1,433 26	1,243 23	765 63	767 26	730 55
All other expenses.....	2,087 87	1,856 40	2,740 67	2,530 61	21,101 69	8,904 77	6,193 89	4,726 66	9,951 63	9,458 21
Total expenditures.....	9,232 04	10,968 43	11,669 68	12,954 88	32,443 95	27,562 27	24,519 97	22,340 10	28,099 81	24,888 69
Tax per capita in average attendance..	9 62	9 70	10 22	11 30	29 42	17 73	15 04	11 90	12 58	10 16

The average attendance in the Ithaca village schools now excels that of the cities of Rome, Kingston, Ogdensburg and Hudson; and falls but little below that of Watertown, Lockport, Cohoes and Schenectady.

At the head of the system stands the Ithaca high school in the place of the former, "Ithaca academy." The number of students passing the "Regents' preliminary examinations" during the last five years of the old academy, ending 1875, was 163, or an average of 32 per year. The number for the first five years of the Ithaca high school is 296, or an average of 59 per year. The number passing successfully in 1880 was 85. The rank of the academy in 1875, based upon the number of academic pupils compared with the other academies and high schools of the State, was 39; that of the high school rose to 26 in 1876, and it is now *sixteenth* in rank," standing higher than the high schools of Troy, Kingston, Watertown, Ogdensburg, Oswego, Cohoes, Schenectady, Hudson and Poughkeepsie.

The foregoing facts are evidences of the success of the Ithaca schools, which has unquestionably been augmented by the supervision which the special appropriation has aided in maintaining. The amount apportioned to Ithaca from the school funds of the State, including the \$800 for special supervision, is considerably *less per capita in average attendance* than in *any* of the smaller cities in the State. This arises from the fact that a larger proportion of the school population of Ithaca is attending the schools than in those cities. One-third of the school money being distributed on the basis of school population; and one-third on the basis of average attendance, it follows that the larger the proportion of school population in attendance, the less *per capita* will be received.

The following table, compiled from the report of the State Superintendent for 1879, shows 1st, the average attendance, 2d, the amount of public money, 3d, the sum per capita for average attendance in several of the smaller cities:

	Av. Attend.	Public Money.	Per Capita.
Cohoes.....	1,712	\$10,121 00	\$5 91
Auburn.....	2,155	11,757 00	5 41
Binghamton.....	2,030	10,062 00	4 95
Hudson.....	726	4,773 00	6 57
Poughkeepsie.....	2,186	12,000 00	5 49
Watertown.....	1,460	7,196 00	4 93
Lockport.....	1,623	8,132 00	5 01
Ogdensburg.....	1,111	6,479 00	5 83
Schenectady.....	1,617	8,074 00	5 00
<hr/>			
Ithaca (1879).....	1,268	\$6,095 00	\$4 80
Ithaca (1880).....	1,384	6,107 00	4 41
<hr/>			
Average of above, excluding Ithaca.....			\$5 45

Had Ithaca *not* received the \$800 for supervision, the sum *per capita* would have been only \$4.17 in 1879, and only \$3.83 for 1880. On a more equitable basis Ithaca would receive one or two thousand dollars more than is apportioned to her under the present system.

PRIVATE SCHOOLS.

It is a good comment on the popularity of our public schools to state that of nearly *five thousand* children who attended school some portion of last year, less than a hundred were enrolled in private schools. They are only patronized by special friends, or for a special purpose.

There are two excellent private schools in Ithaca where a *specialty* is made of preparing young men and women for entrance to Cornell University. These schools are conducted by gentlemen thoroughly qualified for their work. They are very thorough, and their pupils take high rank.

There is also a "business school" in the village, where a specialty is made of giving an elementary course of business training.

CORNELL UNIVERSITY.

I may be pardoned for making mention of Cornell University — though she speaks for herself — because of the relationship existing between the university and the educational interests of the State. It is really a State university, because of the magnificent endowment of nearly a million acres of land bequeathed to her by the State. In return for this, the university is under obligations to grant one "free scholarship" to every assembly district in the State every year. These scholarships entitle the holder to free tuition in any of the departments for four consecutive years. They are therefore, worth \$300 to the holder. They are to be awarded "as a reward for superior scholarship in the academies and public schools of this State." Were these 128 scholarships awarded every year for four years, and all of them in use, there would be 512 "State students" in the university. There are now 150 State students in the university.

It seems to be a prevailing opinion that the nature of these scholarships, and their value, is not thoroughly understood throughout the State; and that the scholarships are awarded sometimes more from *political favoritism* than from superiority in scholarship. I think an investigation would show that many of these scholarships are awarded even without an excuse for an examination. I suggest that some special attention should be given to the manner of awarding these scholarships. Uniformity is desirable, and thoroughness is essential. The State has generously provided free instruction for 512 students at one of the best universities on the continent, and I think every scholarship would be filled by those who would be only too glad to receive a university training

were they to thoroughly understand that it *is* within their reach. I speak of this particularly, because Cornell university probably furnishes more teachers than any other similar institution in the State.

The fair fame of the young university has gone far and near, and her prospects were never brighter. The fields that waved with golden grain thirteen years ago have, magic like, been transformed into a charming campus, surrounded by half a million dollars' worth of beautiful structures. Deep down and back of all this is an endowment of more than \$2,000,000 in money, and in western lands which are constantly rising in value.

Fifty professors and instructors preside within her halls. Over 400 students, men and women, receive instruction in her dozen distinct colleges. Forty thousand choice books encase her literary treasures, and thousands and thousands of specimens and curiosities crowd the capacity of her museums and laboratories. Fine crops and blooded stock cover the slopes of the famous "Cornell Farm." The merry chimies ring out daily from the tower: Peace, good will and education for all mankind and womankind.

Very respectfully, your obedient servant,

A. B. HUMPHREY,
School Commissioner.

ITHACA, *December 20, 1880.*

ULSTER COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—At your suggestion, I would respectfully add the following, in connection with my annual abstract:

During the school year closing with September 30, I find I have made 115 official visits to the different teachers employed in this district. In comparing the results of the work of these teachers, it is noticeable, as a rule, that those who have been instructed in the science and art of teaching have been the most successful teachers. I, therefore, have drawn this conclusion, that the person who can answer the greatest number of questions at an examination is not, necessarily, to be considered the best teacher. While learning is necessary, the skill to impart to others is much more so.

I have granted, during the year, about eighty certificates, a very small proportion of which being of the first grade. I hold three public examinations in September of each year, in the most accessible parts of the district. The examination, as far as practicable, is written. The questions are prepared with a view, not so much to know the amount of book knowledge the person may possess, but

to know his ability to express and reason for himself. While I am not disposed to find fault with any teacher under my charge, for I believe each one is doing his or her best; but, if there is any fault at all, it is because he or she knows of no better way. It is not a lack of learning, but of special training for the work of a teacher. A great many of the teachers now employed have come out of the common schools, and, therefore, we know, they have had no special preparation for the work. What is the remedy? If there could be organized in each commissioner district a local normal training school, I believe a very great deal of this difficulty would be obviated. Let the State furnish a competent trainer, and sessions to be held at some point where pupils can be made available for actual school-room practice—organization, management, gradation and methods only to be taught. The teachers' institute, held yearly, is doing a noble work in this direction, but that is not sufficient. We need something more.

The institute held at Ellenville, in October, was an eminently practical one, but not one-third of the teachers now in service in the county were present, consequently the majority received no benefit. The commissioners of this county believe that the instructions given at institutes are of great value. The teachers who attend believe in their value, and in the absence of a training school, the commissioners have decided to request the Department to allow two sessions, of one week each, during the coming year, so that more of the teachers may be benefited thereby.

NEEDED CHANGES.

1. In my opinion, the school year ought to begin on the first day of September, and the annual meeting to be held for the election of trustees on the last Tuesday in June. Under the present system, most of the schools in the rural districts close about the first of October, and do not open again in two or three weeks, or until after the annual school election. The result is, the children are deprived of school privileges during a part of the finest portion of the year. By changing the school year this would be obviated.

2. Adopt the township system, partially retaining the present school districts, and allowing each one to annually elect a sole trustee, they together to form the board of education for each town.

3. Let the board fix a maximum and a minimum salary, employ their teachers by the year, and whatever funds were necessary in addition to those appropriated by the State, let them be raised by a tax upon the town.

4. Make the commissioner *ex officio* chairman of each of the several boards within his jurisdiction, allowing no teacher to be employed without his approval, save by a unanimous vote of the board.

5. Empower the commissioner to transfer the teachers from one school to another in the same town, as often, in his judgment, as the schools may be made more efficient by so doing.

6. Compel the commissioners to devote their whole time to the discharge of the duties of their office. That they may be able to do this, pay them a salary commensurate with their work and responsibilities, and extend the term of office for six years.

Respectfully submitted,

WM. E. MOWER,

School Commissioner.

SAUGERTIES, November 5, 1880.

ULSTER COUNTY—SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In obedience to your request, I submit the following special report of what has been accomplished in this district during the past year.

I have visited the 92 schools of my district during the year, most of them twice, and I am happy to be able to report that I have noticed a marked improvement in the standing of the teachers as regards their ability, interest in their work, and a corresponding success in their labors in the school room.

Having fixed a standard of examination a year ago, I called upon all the teachers for a re examination, which certainly had the good effect of a general brushing up. Some teachers were compelled to study branches which they had not only never taught previously, but of which they hardly knew the very elements, such as grammar, United States history, civil government. I believe there is hardly a school in this district now where these branches are not taught. All this caused, however, some grumbling from both teachers and trustees. A general, common standard of examination for certificates, fixed by the Department of Public Instruction, would help the commissioners materially.

The institutes are doing excellent work, especially for those who have not had professional training in the normal schools, or teachers' classes in academies. The generosity of the State in maintaining all these is a wise policy which will, and does, bear good fruit.

Public sentiment is in favor of normal schools as long as they confine themselves to their legitimate work and do not become mere institutions of learning.

A good many school-houses in this district are in a bad condition. The universal excuse for this has been the want of means on account of hard times, but in consequence of the recent revival of our industries some have commenced to repair and rebuild, which,

it is to be hoped, will not cease until every school-house is in a proper condition.

I have licensed, during the year, 67 teachers, including those who were re-examined.

Yours most respectfully,
H. M. BAUSCHER,
School Commissioner.

NEW PALTZ, *November 16, 1880.*

ULSTER COUNTY — THIRD DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In obedience to your instructions, the following supplemental report of the condition of the schools under my supervision is respectfully submitted

The territory embraced by this commissioner district is largely in excess of one-half of the entire county. It also includes one of the wildest and most mountainous regions of the State. Within the towns of Denning, Hardenburgh and Shandaken, large areas are still covered with the primeval forest.

Throughout this section the schools are generally small, and have not attained the standard reached by those of other parts of the district. The causes which have operated to retard their progress are, to some extent, beyond the control of the school officials. The inhabitants, thinly scattered along the rugged mountain valleys, are in many instances unable to defray the expense of maintaining the better class of schools.

In our opinion, however, the source of the greatest evils affecting these as well as many other schools of the district, is to be found in a system of false economy pursued by the trustees, and in too many instances sanctioned by the people. It seems to have become an object of ambition with many of these officials to keep the expenditures made for school purposes within the limits of the apportionments of public moneys made to their respective districts. The legitimate result of their efforts is seen in the neglected appearance of many of the school buildings and the languishing condition of the schools, which, in the cases referred to, are almost invariably taught by young and inexperienced teachers.

We do not advocate extravagant expenditures for the support of schools, nor would we make too severe or sweeping charges. Certainly, nothing is further from our intentions than to make any statement reflecting unjustly upon faithful, efficient school officers. That there are many such, we bear cheerful testimony. We have found, even in some of the more remote and secluded districts, trustees, who by their enlightened zeal and faithful and efficient

discharge of the duties of their office, have shown themselves fully in accord with the most advanced ideas of the friends of our public schools.

In studying the causes which seem to have retarded the progress of many of our schools, we have been led to compare our method of administering the affairs of the schools by trustees with that known as the "township system," existing in some of the adjoining States. A somewhat intimate knowledge of the latter system, acquired during several years spent in teaching in a State where it prevails, has enabled us to arrive at a conclusion as to the comparative merits of the two systems. We have no hesitancy in saying that we believe the interests of our schools would be subserved by the adoption of the last mentioned.

Perhaps one of the most serious of the evils affecting our schools, particularly in the rural districts, is the multiplicity of text-books. The existing statute, designed to secure uniformity, is practically of no effect. If the State would assume the work of supplying the schools with books, entire uniformity might be secured, and as this might be done at prices little exceeding cost, the people would be, to some extent, relieved from the burdens imposed upon them by the prices they are now compelled to pay for school-books — prices which, to say the least, are excessive.

Throughout the district there is a general lack of good blackboards and other apparatus, such as should be found in every well ordered school. Nearly every school, it is true, is provided with some kind of a blackboard, but in a vast majority of instances they are the merest apologies, unfit for use. But few schools are furnished with globes or outline maps, and even when so furnished, but little use has hitherto been made of either.

Recognizing the value of globes in the hands of competent instructors, and with a view to their more general introduction into the schools, the commissioners of the county have unanimously made a knowledge of their use one of the qualifications requisite to entitle teachers to certificates of the first grade.

As a means of arousing in the minds of the teachers of the district clearer ideas of the nature of their duties, we have endeavored to induce them to procure, and acquaint themselves with the works of the better class of writers upon educational subjects. Our efforts in this direction have been rewarded with greater success than we anticipated, and we are glad to be able to report the fact that large numbers of our teachers are engaged in the study of the works of De Graff, Johonnot, Page and other eminent authors. The result is already beginning to be seen, in the better work performed by these teachers in the school room.

Non-attendance is another great obstacle to the progress of our schools. An examination of the statistical reports of the district will disclose the fact that a large percentage of the children of school age do not attend school. The present compulsory act is, through-

out the rural districts, a deadletter. We doubt if it would be possible to obviate or overcome the evil referred to by legislation, but incline rather to the opinion that the only practicable method of securing, even approximately, the benefits that would accrue to the schools from a full attendance is to be found in the use of means calculated to arouse the interest of the people, and improve the quality of instruction given in the schools.

We would respectfully call attention to the section of the statutes defining the duties of school commissioners, in establishing or altering the boundary lines of school districts, and to the difficulties with which commissioners are met, in the performance of their duties. Under existing circumstances, it is nearly impossible to render full compliance with the requirements of the statute. In many towns the records of the district boundaries are so incomplete and imperfect as to render them practically worthless. It is true that commissioners find no great difficulty in making the few alterations demanded from time to time, but the work of providing for each town full and accurate boundaries of all the districts it embraces would, besides involving heavy expense, absorb the commissioners' time, to the enforced neglect of other and perhaps more important duties.

If the law required a meeting, once a year in each town, of all the trustees thereof, with the commissioner, for the purpose of establishing or making necessary alterations in the lines of their respective districts, the difficulty referred to would be greatly diminished, if not entirely removed. We believe, also, that other and, perhaps greater, benefits would result from such meetings.

We have discovered no serious defects in the present method of apportioning the school funds. It has, however, been suggested to us that, inasmuch as small schools constitute a majority of all the district schools of the State, an increase of the district quota would be conducive to the interests of the schools at large.

There is but a limited number of students or graduates from the normal schools of the State employed as teachers in this district. Without exception, they rank with our most efficient teachers. If we can base an opinion as to the value of the normal schools, upon the character and qualifications of the few teachers referred to, then we shall be compelled to speak of those institutions in terms of warmest commendation.

We should consider this report as incomplete if we failed to call attention to the high standard maintained by the few union free schools in the district. The largest of the number is that at Ellenville. It is admirably conducted, and it is but simple justice to say that the principal, Miss Sarah E. Mackey, and her assistants, are entitled to the grateful consideration of the people, whom they are serving so well.

The schools at Napanock and Kerhonkson, of which Mr. Thompson K. Walker and Mr. John T. Cash are the respective principals, also rank deservedly high. In fact, we doubt if there are better schools of the kind in the State.

The school at Alligerville is the last on the list. It is an excellent school, and fully justifies the confidence of the people of the district in the ability of its principal, Mr. Frank L. Hoag.

Our teachers' institute, held at Ellenville in October last, was, in every respect, a success. It was the generally expressed opinion, that no more successful institute had ever been held in the county.

We have discovered no opposition to teachers' institutes among the people of this commissioner district. On the contrary, we think they are regarded with general favor. There is, however, some feeling existing against allowing teachers for time spent in attending them.

There can be no question as to the utility of teachers' institutes. We think, however, that, in order to secure the greatest possible benefit from them, at least two sessions in the year should be held, but that two consecutive sessions should never be held at the same place. By holding them at different points in the county, the teachers from the remote districts would gradually be drawn in and made participants in the benefits resulting from them. These teachers, as a class, rarely attend the institutes held at Kingston; and as they constitute the class most likely to be benefited, we think the soundness of the idea we have suggested will not be questioned.

We have licensed seventy-four teachers during the past school year. In our examinations we have combined the oral and written methods, and have not based our decisions as to the qualifications of teachers entirely upon the percentage of questions answered by them. Regarding that as only one of the methods of arriving at a just conclusion, we have inquired into and endeavored to ascertain not only the extent and thoroughness of the applicant's knowledge of the branches taught in our schools, but also his natural aptitude for the work of the teacher and the extent of his mental and moral culture. While endeavoring to conduct our examinations in such a manner as to enable us to weed out incompetent teachers, we have, at the same time, tried to arouse and encourage those whom we have found competent and worthy.

During the year, we have made 110 school visitations. While we have discovered evils still existing and retarding the progress of the schools, the general view is reassuring, and should confirm and deepen the attachment of the people to our common school system. We believe the day is not distant when it will be universally regarded as the pride and glory of our Commonwealth.

Of one thing we are satisfied; whatever the defects still adhering to our school system may be, the best method of remedying them will be found in an adherence to the present mode of administering the school affairs of the State. The scheme agitated during the past year, we regard as fraught with danger, and believe its adoption would result disastrously to the best interests of our schools.

In conclusion, we desire to express our grateful appreciation of the kind and courteous treatment uniformly extended to us by the Department.

Your obedient servant,

S. D. SOULE,

School Commissioner.

SHANDAKEN CENTER, *December 5, 1880.*

WARREN COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In compliance with your order of July 20th, I beg leave to submit the following report:

There are in this county 139 school districts, employing 156 teachers. During the past year, I have visited 138 of these schools, and in all have made 262 visits.

In many of these schools the teachers were doing a good work, and the scholars making rapid progress; while in others things seemed to be at a standstill.

The reasons I ascribed to the latter vary in different schools; sometimes a lack of education or ability to teach, or indifference on the part of the teacher, or, as in many instances, a lack of interest on the part of parents and trustees.

During the school year, I have licensed 224 teachers, as follows: Certificates of the first grade, 14; second, 62, and third, 148.

I have been unable to control all the schools in the county, as there was a large number of teachers holding certificates for three years when I entered upon the duties of my office, many of whom I did not know held certificates until I found them teaching, and some of them, I am sorry to say, are very deficient.

In giving certificates, I have required a written examination, and graded them according to the education, experience and ability of the applicant; in age, I have required 17 years for a summer school, and 18 for a winter school.

There is, at the present time, quite a demand for teachers; many have failed in the examinations and sought other employment, some find other labor more remunerative, and there seems to be an universal desire, on the part of trustees, to have better teachers.

The school-houses as a general thing had been running down for some time, and many of them were in a dilapidated condition, while some were in danger of tumbling down, and too far gone to shelter either man or beast. In some instances, even where the poorest houses were located, the people were reluctant to do any thing that would involve an expense; yet I am glad to state that

in most cases it only required that their attention be drawn to the necessity of better accommodations.

During the past year, eleven new school-houses have been erected, fourteen either rebuilt or thoroughly repaired, and arrangements have been made for building and rebuilding nine others in the spring. There are about ten more that need attention, and then the children of this county can be comfortably cared for.

We seem to derive but little benefit from the State normal schools. There are at present only three from this county attending them, and of those who have graduated, most of them have gone to other counties where the wages are more remunerative. I do not think it advisable to do away with the normal schools, yet I consider it of equal or greater importance that the teachers' classes in our academies be sustained. Most of our teachers have received their education in the two academies of this county, and the want of a teachers' class the present year is severely felt, and will be quite perceptible in the common schools. I have twice visited each of the academies, and some of the private schools, and found them doing a good work.

Our institute was held in September, and was attended by about one hundred and fifty teachers; the attention was good, and the professors—Johannot and Moore—gave us some new and useful ideas, and upon visiting some of the schools this fall I have found a portion of the teachers using the new methods with success.

I consider the institute one of the important features in our common school system, and during my two years' experience I have found much good work that is directly traceable to institute conductors.

Respectfully submitted,
RANDOLPH McNUTT,
School Commissioner.

WARRENSBURGH, October 30, 1880.

WASHINGTON COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—I respectfully submit the following special report for the year ending September 30, 1880.

By a comparison with 1879, we find that our schools are improving. The whole number of children attending school during the year 1879 was 6,169. The whole number of children attending school during the year 1880 was 6,154.

The average daily attendance for 1879 was.....	3,000
The average daily attendance for 1880 was.....	3,182
The whole number of days of attendance for 1879 was .	403,424
The whole number of days of attendance for 1880 was..	522,525
The whole number of days taught in 1879 was.....	17,310
The whole number of days taught in 1880 was.....	17,421
The number of visitations by commissioner in 1879 was	173
The number of visitations by commissioner in 1880 was	200

The number of teachers licensed who taught in 1879 was 88 males and 172 females; total, 260.

The number of teachers licensed who taught in 1880 was 77 males and 185 females; total, 262.

The impressions I have received as consequences of my visitations are that the children who attend the graded schools are farther advanced, according to their age, than those who attend the common schools.

The question arises, why are they?

Generally the graded schools are taught 200 days in a year, the common schools average about 150 days. Hence the children who attend the graded schools gain 50 days' schooling in a year, or they receive as many days' schooling in *three years* as the children who attend the common schools receive in *four years*. This state of things, if long continued, is sure death to our common schools.

Energetic trustees can find a remedy, by making longer contracts with teachers, or, far better still, the Legislature should make a law, equalizing the terms of our graded and common schools.

In our opinion, when such a law is passed, it will be a grand step toward advancing the standard of the common schools of the Empire State.

APPARATUS.

I find in a majority of our common schools a great deficiency in school apparatus. In the past year, in 118 districts there have been expended only \$77.62 for this purpose, making an average of 65 cents for each district. According to the statute, trustees had no power to purchase maps, globes, charts, dictionaries or other school apparatus, unless instructed to do so by the vote of a district meeting. If the trustees had the power to expend not to exceed a certain amount yearly, for this purpose, under the direction of the commissioner, it would be an improvement. Teachers and pupils can accomplish far more during a term with a good supply of apparatus than they can without it.

The compulsory education act is of little value in this district; the sentiment of the people does not sustain it.

SCHOOL-HOUSES.

There have been three new houses built, and there are two other districts that have voted to erect new houses. One of the districts

that erected a new building, voted by one majority to repair the old one, with the concurrence of the supervisor of the town. We condemned the old rookery, which forced the district to erect a new one. Our action in the matter created a storm in the district at the time, but now all is calm, and the effect of the influence of that act in other districts is salutary; for one of the districts that voted to erect a new building knew that we would condemn the old one, and force them to build, if they did not build it themselves. Argyle village has a common district school, and a mathematical and classical school. Professor Hunt has charge of the latter. If both schools were consolidated into one, it would be a decided improvement.

Cambridge village has two districts. The east district or Putnam institute is a union free school. Professor J. King is principal. In the west or Cambridge academy district, Professor J. G. Williams is principal. It was a sad blow to the educational interests of Cambridge when the citizens in the year 1877, voted by thirteen majority against the act to consolidate the two districts in one. If that act had become a law at that time, to-day Cambridge village might boast of a school second to none in Washington county. Her citizens forgot to apply the principle to schools, that, *in union there is strength*, but applied the reverse, that a nation divided against itself cannot stand. May the day soon dawn when Cambridge village shall constitute a single school district.

The town of Easton contains a very fine seminary building, well located, and built by a society called Friends or Quakers. The school is under their control, and at present the position of principalship is filled by a lady Friend from Philadelphia. The attendance is small in comparison with the number the building can accommodate. One reason for their being so few scholars in attendance may be found in the fact that a good proportion of the citizens of the town are *Quakers*.

The Fort Edward collegiate institute is now being rebuilt, more handsomely and commodiously than the former buildings, which were destroyed by fire in November, 1877. Nine hundred thousand brick have been put in the walls, and it is expected that when finished and furnished, the new building will cost \$50,000. The chapel and study rooms are to be very fine and capacious, with the view to accommodate non-boarding students, in any number that shall apply. The institute will re-open with full faculty, September 9, 1881, under the continued principalship of Jos. E. King.

The Fort Edward union free school is the largest school in this commissioner district. It has 969 children between 5 and 21 years of age. The assessed value of property taxable in the district is \$803,650. Professor Geo. Hoadley is the principal. He has eleven assistant teachers.

Greenwich village has a fine graded school, under the principalship of Professor Win. Somers. The attendance is very good, the discipline first-class, and the school is flourishing and prosperous.

Salem Washington academy is a substantial building. Professor J. A. McFarland is principal, and has filled the position for more than

twenty-five years. He may truly be called the veteran principal of Washington Academy. The institution was founded just one hundred years ago, and the citizens of Salem held a grand celebration in honor of the event, on the 25th and 26th of last August.

The next week after the celebration, the Washington county teachers' institute was held at the academy. The attendance was the *largest* ever registered in this county. The conductors, Professors Chas. T. Pooler and C. T. Barnes, proved to the entire satisfaction of all who were present, that they were the right men in the right place. I think that the *institute* is a *grand school* for teachers.

In reviewing the condition of all the schools in this commissioner district, as a whole we know that they are progressing.

May they all continue to improve ever, is the fervent wish of

Your most obedient servant,

H. T. HEDGES,

School Commissioner.

SHUSHAN, December 20, 1880.

WASHINGTON COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In obedience to the terms of your order, requiring a special report from school commissioners, I have the honor of submitting the following :

SUPERVISION.

The most laborious and undeniably the most important duty of the school commissioner relates to supervision, requiring a frequent visitation and examination of schools, and an investigation not only into course of study, classification of pupils, allotment of time to classes, methods of instruction and discipline, and general morale of the school, but a research into the character of the people, whereby a fair knowledge of their resources, proclivities and needs may be most accurately obtained. Long experience will convince the dullest officer that the more intimate knowledge he gets of the school and teachers under his supervision, the more easily and effectively can he direct his efforts to the accomplishment of progressive or reformatory purposes. With such impressions I set out eight years ago, determined to form the acquaintance of all public school teachers, and to learn as much of them and their schools as a thorough and systematic course of inspection would permit. To this end I have made 1,665 official visits to schools while in actual operation, 202 of which were made during the year just closed. At each one of these visits a permanent record, convenient for reference, was made giving

the condition of the school, the teacher's name, residence, and grade of license, the number of terms taught, my judgment of his calibre and ability, and any other items that the occasion might suggest as being of possible use in determining the teacher's future standing.

In answering the query that naturally arises, as to what use has been made of the information thus derived. I can only say that when methods have met my approval I have commended, when not, I have sought to enforce a modification or radical change as the case might require; if I failed, and repeated visits disclosed insuperable inefficiency arising from inherent incapacity, or growing out of continued negligence or indolence, the name of the teacher has been stricken from my list. This has been frequently done, and in the case of some teachers who once held first grade licenses.

The advice of a former Superintendent of Public Instruction to commissioners to outline a circuit of visitations, announcing the same in advance, I have never adopted or approved, because it would enable the quack teacher to get his pupils in especial readiness, and the commissioner would never see him or his pupils in their every day garb. By thus learning the true status of teachers and schools, I have been able to encourage worthy and faithful workers to eliminate worthless material, and to assist teachers in getting suitable schools, and trustees in getting suitable teachers.

CONDITION OF SCHOOLS.

The general sentiment that our schools are gradually improving, sustained by the affirmative testimony of our more thoughtful and observing educational men, and the great diminution of complaints that come to me of the ignorance and incompetency of teachers, confirm my opinion that the schools of 1880, in this district, are superior to those ten years ago. At that date only a small percentage of the teachers had received any special preparation for their work; to-day my statistics show that over fifty per cent. have received some instruction in the "science and art of common school teaching." As a consequence, the methods of instruction are more modern and effective, the subjects taught embrace a wider range of practical topics, better discipline is maintained, and less corporal punishment is inflicted.

This normal training has been given to our teachers by a few of our really excellent public schools, wherein teachers' classes have been maintained. Those that have contributed by far the greater number of cultivated and able instructors are the Whitehall union school, under the able supervision of Professor E. Butler, the Sandy Hill union school, supervised by Professor J. H. Durkee, and the Glens Falls academy, under the principalship of Professor D. C. Farr and Miss Frank A. Tefft. I mention the last because, although in an adjoining county, it sends us many good teachers. Other schools deserving of favorable mention in this connection are the following: Middle Granville union school, Mrs. Jennie H. Corbett,

principal; West Hebron union school, J. O. Partridge, principal; Hartford village school, Frank A. Dorr, principal, and Fort Ann village school.

One of the worst features of our country schools I must here refer to: It is the wretched custom of having only two terms a year and continuing the summer term through the heated season without vacation. I have sought ineffectually to break this custom, and now believe it should be done by legal enactment. The evils are self-evident. The heated term is not adapted to intellectual vigor or growth, pupils and teachers alike become languid, and the school registers at this time show the most irregular and smallest attendance that is recorded at any season of the year. Three small schools have recently adopted the three term plan with a long summer vacation, and are now doing better work and giving better satisfaction to patrons than ever before.

EXAMINATIONS.

From a careful estimate, I find that 1,600 applicants have appeared before me for examination during the past eight years, and that 1,200 of such applicants received licenses of some grade. Last year, I examined 233 applicants, 81 per cent. of whom were successful, 15 getting first grade, 99 second grade and 76 third grade licenses. Of those receiving, at least 40 per cent. had been specially instructed for the work of teaching in the "teachers' classes" of the Whitehall and Sandy Hill union schools. It is a noteworthy fact that 86 per cent. of applicants from these schools were licensed, and only 72 per cent. of all others.

The evidences of scholarship revealed in the examination of such classes, the skill and ability displayed under my observation by their members in the school room, and a careful comparison of results achieved by them with those of all other teachers, convince me that these classes as taught in these schools are incomparably more valuable than all other agencies for promoting the culture and efficiency of the common school teacher that have been established by the State.

MANNER OF CONDUCTING EXAMINATIONS.

The plan adopted in the outset, and to which I still adhere, is to have a written examination in the leading subjects, embracing English grammar, physical and descriptive geography, United States history, civil government and orthography, supplemented by an oral examination in such other topics as time would permit, requiring a certain percentage on each subject for licenses of the different grades. Thus briefly outlined is the best scheme I could devise, and it may be well enough considered by itself, but the fault of the whole system consists in the great number of examiners, each having a method and standard of his own. The matter being almost absolutely under the control of each individual commissioner, it necessarily follows, as these officers make no attempt

to act in concert or on the same basis, that there can be no uniformity throughout the State. For example, a teacher certified to be competent for any school for a period of three years in one commissioner district, in another might be cut down to a single year, in another to six months and a particular school, and in another still might be adjudged unfit to teach in any school. Such pointed illustrations of the defects in the system have repeatedly come to my knowledge.

I am, therefore, of the opinion that teachers' examinations should be made uniform, somewhat after the manner of Regents' examinations; that they should be held simultaneously, twice or three times a year, in every part of the State; that they should be conducted under rules established by the Department, the questions being prepared by direction of the Superintendent of Public Instruction.

STATE NORMAL SCHOOLS.

In founding these institutions it was the evident intent of our law makers to furnish the means for educating and disciplining a constantly increasing force of professional teachers, who would be called to the most responsible positions at first, and, as their number augmented, gradually find their way into towns and hamlets, until finally the larger village schools would be generally taught by normal graduates. No doubt it was thought that the cost would be doubly repaid to the people of the State by the direct influence of so many trained teachers, to say nothing of the indirect benefits conferred when their pupils should become the teachers of minor schools.

If these expectations have been fully realized in other parts of the State, this assembly district certainly affords a striking exception to the rule.

By an examination of my statistics I find twenty resident graduates in this district, seven male, thirteen female. Not one of the former is teaching, only two or three of the latter. Of the former, three have just been admitted to the bar, one is studying law, one medicine, and two engaged in miscellaneous occupations. From the latter class we get more teachers, one of whom, Mrs. Jennie H. Corbett, principal of Middle Granville union school, deserves to be recorded on the list of faithful and efficient teachers; but this case is exceptional, only a very few instances of common schools, taught by normal graduates, have occurred during the last eight years in the territory of which I have supervision.

The reason of this appears obvious; a sound, thorough business education is offered free of cost, so far as tuition and books are concerned, by these schools to the youth of both sexes. Many males, no doubt, avail themselves of the superior facilities offered with no purpose of following the pursuit of teaching any length of time, and, if they teach at all, it is merely as a make-shift or to relieve themselves of the odium of making a false declaration. They naturally

gravitate to some of the professions, the law being the favorite in this district.

Female graduates do more valuable work in the field, but they also prefer other occupations unless especially attractive positions are offered.

Much has been said in opposition to granting licenses by the State Superintendent, by people who knew little of the subject. In discussing this question I cannot help referring to this matter by way of comparison.

Under the old law, of granting this class of licenses on recommendation, it would, of course, follow that some incompetents would be licensed. One instance of this kind occurred in this district, and, in this case, the license was very properly revoked by the present Superintendent. Twelve others holding this class of certificates are recorded on my books as residents of this district, and eleven of these taught every year during the five years last past. During the same time only four normal graduates of twenty taught; in other words, 90 per cent. of the former to 20 per cent. of the latter taught at the same time, and justice compels the affirmation that the grandest, most far-reaching educational achievements, accomplished in the line of progressive intellectual development, have been and are being wrought out by teachers holding diplomas granted by the State Superintendent on recommendation.

Taking this district as a criterion, I conclude that our State normal school system is a somewhat expensive agency for building up and promoting popular education.

TEACHERS' INSTITUTES.

Ten years ago teachers' institutes in this county were regarded with general disfavor. It was thought that the instructors in many instances were not practical men, and that their instruction was not adapted to the wants of common schools. At that time the instructors usually sent consisted of a male professor and a female elocutionist. The aim of the former too frequently was far above the heads of those he was expected to hit, his instruction ranging above the capacity of many common school teachers; that of the latter was well adapted to an advanced class in elocution, and served admirably as a leading attraction in the bulletins of evening entertainments.

It is gratifying to realize that a reformation, radical and sweeping, has been inaugurated and perfected by the present Superintendent.

The term of the institute having been reduced to one week, nearly all teachers who attend get the benefit of an unbroken course. Under the old plan of two weeks' sessions, the majority lost either the first or last half of the course, or only a few could be induced to attend the whole term.

Lady elocutionists and incompetent professors have been set aside for a corps of practical educators.

By reason of these reformatations the commissioners have been able to increase the attendance in this county by gradual accessions from 54 in 1872 to 305 in 1880. It is unnecessary to add that, as now conducted, these annual convocations of teachers are regarded by the patrons of popular and universal education with marked interest and favor.

APPORTIONMENT OF SCHOOL MONEYS.

The policy of furnishing State aid to the public schools by means of annual appropriations as now apportioned seems to be the especially fit and proper thing in this county. Without some such liberal policy of public support, some of the schools of this district would be forced to close their doors, and the children of poor but honest parents would be reared in ignorance, on account of the unequal distribution of property in school districts. To illustrate, in one town of my district there are four districts having an average enrollment of twenty-eight pupils of school age, and an average valuation of \$4,639. In another town off the line of railroad, without bank or other incorporated moneyed institution within its borders, four districts have an average enrollment of 29 pupils, and an average valuation of \$66,727. In the former case, there is just \$165 valuation per pupil; in the latter, \$2,300 per pupil.

I have long thought that some measure for the equalization of the burdens of taxation for school purposes in country towns ought to be devised by our legislators.

In conclusion, I believe that many salutary modifications to existing school law could be made, but past blunders should admonish our present legislators to move with extreme caution and conservatism, lest they imitate some of the absurdities of their predecessors.

Respectfully submitted,

E. C. WHITEMORE,

School Commissioner.

MIDDLE GRANVILLE, Dec. 15, 1880.

WAYNE COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In response to your circular of July 20, I have the honor to submit the following special report concerning the schools of this commissioner district.

The year has been one of earnest labor on the part of the teachers. My labors have been interrupted by extremely bad roads in winter, and a protracted illness during the summer. Nevertheless, I have been able to make 170 visitations.

Upon these visitations, though frequently discovering faults calling for criticism and reform, I have found the average character of the instruction and management of a high order. Surrounded by many discouragements in the nature of insufficient apparatus, uncomfortable seatings and poor blackboards, yet the teachers are rising to the demands of the occasion and are supplementing by their ingenuity the inadequate provisions made by indifference and penuriousness, and are teaching really successful schools.

The number of teachers licensed was 106. My examinations have been conducted at the institutes, in all cases being written. I have, so far as possible, discouraged private examinations for the reason that they are needless encroachments upon the commissioner's time which is already inadequate to the performance of the duties devolved upon him.

I believe that the directions in the code that the commissioner shall examine candidates during his rounds of visitations should be repealed and that all examinations should be public, partly written and partly oral at places specified in notices periodically published.

The teachers' institutes have been in all respects successful and have accomplished a work for the teachers and schools which no other agency could have done. The labor of efficient institute conductors is the best investment the State can make for her schools. The circumstances surrounding our school system make it impossible for any other agency to reach the schools in each district. A vast army of inexperienced workers is recruited each year. Annually ten thousand persons in this State enter upon their first term as teachers. Not only lacking experience but theoretical instruction in school work they enter upon their duties wholly unprepared. Able to pass the required examination they are yet entirely ignorant of those fundamental educational principles which must be the ground work of all successful teaching. Their station in life, the meager wages offered for their services, and the uncertainty of the continuance of their contracts, deny the means and stimulus for special preparation for the teacher's work. Besides, the science and art of education not being taught in the common schools, and seldom in the higher schools and academies, it becomes evident that if this army of teachers is to obtain any education in the principles of their work the schools which teach them must be brought to their doors. And this is what the institute does. Located at easily accessible points, attended with but trifling expense and instructed by eminent masters, it gathers in the teachers from every district school however small, and sends them forth again to their work with new ideas and rekindled zeal.

In this connection, permit me to suggest that the pay and employment of institute conductors should extend throughout the year as an inducement to the best talent to continue in the business. It may be objected to this scheme that it is impracticable to hold institutes except in a few months of the year. But there is certainly other school work necessary to be done for which the conductors

are especially adapted. Their time, not occupied in institute work proper, might be devoted to personal visitations to the schools and school officers in the various counties, and by frequent reports to the Department accomplish a most practical and useful unification of our system.

As to the influence of the normal schools permit me to say that it is excellent. Its indirect influence in furnishing teachers to our higher schools is fully as great as its direct influence. Pupils who are taught by these teachers carry into the schools of which they afterward become instructors many of the methods brought from the normal school.

I find that those teachers who have had instruction at the normal schools show a marked superiority over the average. It is, however, to be noted that the number of those who teach is very small and entirely out of proportion to the attendance at normal schools and to the needs of the school system. Of one hundred and fifty-two persons teaching in this district at the present time less than ten have had normal school training. This results from the expense incident to attending them, and from their long courses which graduate the pupils at an age when a speedy marriage or permanent business offers attractions more pleasing and remunerative than can be expected in a common school. It must, however, not be overlooked that the influence of the normal schools, exerted through their graduates who occupy other positions in life than teaching, and create a wholesome public sentiment in school matters, is important. I believe that a few changes in these schools would greatly conduce to their usefulness. They should admit only those who can exhibit a certificate from a school commissioner or superintendent to the effect that upon a thorough examination he has found the candidate to possess sufficient knowledge of the several branches to teach, and recommends that he be admitted to a course in methods and principles of education. This would largely obviate the necessity for furnishing at the normal schools what the candidate should possess before entering—a common school education, and it would shorten the course. The instruction should be confined to principles and methods so far as practicable, and the course should be not longer than six months for those intending to teach normal schools, and should entitle them to diplomas or certificates to teach. In this way a great incentive would be given to persons intending to teach such schools, to make a well grounded preparation at an expense of time and money commensurate with their prospective wages, and it would give us many normal school teachers, when now we have none at all, in the country districts. As it is, it may be set down as a self-evident truth that a person who spends two or three years and several hundred dollars for a normal school course is either a philanthropist or else does not intend to teach country schools.

Sodus Academy, under the principalship of Professor E. Curtiss, and Red Creek union seminary, under the principalship of Professor L. W. Baker, are doing excellent work, and have a good attendance.

Professors Curtiss and Baker co-operate with me most cordially in all school work.

I beg leave, finally, to suggest the law be so changed as to permit school commissioners to condemn unfit school-houses, without the intervention of supervisors; that the library money be apportioned for teachers' wages in rural districts, as it is now so used, and that the items in trustees' reports be simplified and diminished in number to the end that trustees' reports may be more easily made out and more nearly correct.

With thanks for numerous courtesies from the Department,

I remain, most respectfully,

SIDNEY G. COOKE,

School Commissioner.

LYONS, *December 7, 1880.*

WAYNE COUNTY—SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with your request, I submit a brief report of the condition of the schools in this district, with such suggestions as to their improvement as have occurred to me during my official duties.

This commissioner district embraces 7 towns, with 94 district schools, 4 union and 3 academies. There are 201 teachers holding a commissioner's certificate; 5 a State and 4 a normal diploma. There are 10 undergraduates of normal schools residing in the district who have taught the past year with success.

I have made 213 school visitations the past year, inspecting each school once during each session, remaining long enough to ascertain the ability of the teacher to govern and to impart instruction. The trustees frequently visit the schools with me, and I am confident that a majority of them are the best men in the district, eager to know their duty and prompt in performing the same. This opportunity is taken to urge the pupils to more regular attendance and more earnest application in their studies; to remind the teachers of the great importance of thoroughness and enthusiasm in their school work.

During the past year, I have examined 254 candidates for teaching, and granted 164 certificates. Of these, 12 were of the first grade, 56 of the second and 96 of the third. My motto is, no examination, no certificate. I do not renew a certificate or advance a grade without a thorough examination, unless his or her papers, at a previous examination, are entirely satisfactory. Five years ago I found teachers in the school room who had never been examined; some were too young to teach, and some had outlived their useful-

ness. Necessity compelled me to spend much time and labor in endeavoring to elevate the standard of the qualifications of teachers. In doing this work I have endeavored to treat all alike, by requiring of all semi-annual examinations, till a standard of 75 per cent. of written questions was attained. This requirement cut off many weak and inefficient teachers, and their places are occupied by a far better class of teachers. In this work I have had the hearty co-operation of many teachers and the people generally, for which I am very grateful. The teachers are rapidly introducing the improved methods of instruction in primary work, and are generally giving instruction in history, civil government and the science of penmanship. My examination papers show that the standard of qualification has advanced nearly 50 per cent. in five years. I have assisted the trustees in settling district difficulties; annulled three small and financially weak districts; altered and corrected the boundaries of several others.

The school commissioner should be divorced from political influences in his election as well as in his work.

My observation is that the people will look in the future for men better fitted to occupy this important position; and this feature is very encouraging when we consider that an efficient commissioner means efficient schools. As the school reflects the teacher, so the teacher reflects the commissioner. The *blame* for incompetent teachers and bad schools rests *mainly* upon the commissioner, and the sooner *this* is understood the *better* it will be for all concerned. Imperfect as our trustee system is, yet there would be hope of success if we had a strong and efficient supervision. The statute justly prescribes the qualifications of teachers, and demands of them a license; but no qualifications are required of those who give certificates as to learning, ability and moral character. He must judge of *these* in *others*, but he is not required to possess them *himself*.

Our schools demand the sympathy and the direction of our *ablest* and *best* educated men. Let us have the proper qualifications determined and fixed by our next Legislature to render a person eligible to the office of school commissioner.

I suggest that material aid be rendered the weak districts. Owing to the irregularity of the roads in this State, and the great amount of railroad wealth massed in certain localities, the valuation of the districts can never be made equal. As the districts vary in valuation from \$20 to \$300,000, taxation for school purposes is very unequal and unjust.

Some plan should be devised to equalize this burden, and I offer as an equitable method that the amount needed to make up the balance required for teachers' wages be raised by counties, to be spent in the counties where raised, and to be apportioned in the same way as the public money now is. For this commissioner district, said tax would have amounted to a little more than one mill on a dollar last year. This would afford relief to all the weak districts, and also to those districts having a large population but a

small valuation. This, in my judgment, would be preferable to the township system and more in harmony with the public sentiment of this district.

Without discussing the merits of the township system, permit me to say that it is a firmly established opinion of the people of this commissioner district, that while *some* of the defects which now exist in school districts would be remedied, others would be *greatly* increased to the best interests of the schools and towns. The people are very unanimous in the opinion that all *district* tax should be confined to district boundaries. I see no reason why our *weak* districts should not receive your early and careful attention.

The union schools in this district are in a very prosperous condition, and one located at each of the following places, viz.: At Newark, conducted by an able corps of nine teachers, with Dr. William S. Allmeck as principal. At Palmyra, conducted by Professor H. Burt as principal, assisted by eleven efficient teachers. At Macedon village, conducted by Professor S. Van Cruyningham, a graduate of the Brockport normal school, aided by two assistants. At Williamson, the younger, in operation only two years; Professor S. S. Warne, principal, a graduate of the Albany normal school, with two assistants. I cannot do justice to the Newark and Palmyra union and classical schools in this brief report, and will only say that they are beautifully located in very appreciating and highly educated communities, with a board of education composed of the very best men. The schools are *thoroughly* graded, provided with ample libraries and school apparatus, and will compare well with any schools of the kind in Western New York.

There are also three academies under my jurisdiction — all in a healthy condition, and doing good work; one located at Marion, one at Walworth, and one at Macedon Center. The attendance in these academies varies from 50 to 125; the buildings are spacious, convenient, and the students well supplied with libraries and apparatus. The Marion collegiate institute, especially, is training a large number of teachers on the normal plan, under the *able instructors*, Mr. and Mrs. Allen.

I cannot speak too highly of our institutes as an educational power. As they are *now* conducted, they are producing an untold amount of good. Under the very able management of Professors De Graff and Lantry, our institutes have wonderfully increased in interest and in average attendance, giving entire satisfaction to both the teachers and the people.

For two years past we have been permitted to hold semi-annual sessions, and I judge that they have produced twice the amount of good. It is understood now by our teachers that it pays to attend the institutes.

There is a pleasant *outlook*. I must sum up in a few words by saying that I have had the hearty co-operation of the teachers and school officers, as well as the people, in my labors. Thirty-one teachers have been retained in the same schools for one year or more.

Nine school-houses have been built and furnished in modern style; twenty-five have been thoroughly repaired and re-seated with patent seats.

• The school-houses are now, with few exceptions, in fine condition. All will be repaired or rebuilt soon. The teachers are better qualified, more enthusiastic; the schools are better graded, better instructed, and better attended; and as the result the people are becoming more interested and more willing to meet the demands made upon them for the support of schools.

I desire to express my sincere thanks to the teachers for their kind assistance, for their promptness in complying with my requests, and to the *Department* for its prompt replies and for its just decisions.

I remain, your obedient servant,

W. T. GOODNOUGH,
School Commissioner.

MARION, *November 15, 1880.*

WESTCHESTER COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — I have the honor to present the following report in relation to the public schools in the first school commissioner district of Westchester county.

I.

In the city of Yonkers and the towns of Eastchester and Westchester, which city and towns comprise the said district, there is a population of 34,450 persons. Of this number, 14,188 are between 5 and 21 years of age. For the education of these minors there are 19 private schools, 21 public schools, an orphan asylum, an infant asylum and the Roman Catholic protectory.

In the 19 private schools there have been in attendance during the past year 1,008 pupils between 5 and 21 years of age; in the Wartburg orphan asylum, 59; in the New York infant asylum, 33; in the Roman Catholic protectory, 2,900, and in the 21 public schools, 5,970. Thus, out of 14,188 persons between 5 and 21 years of age, 9,970, or over 70 per cent., have been to school during the past year.

Of those between 8 and 14 years of age, there are, exclusive of those in the Roman Catholic protectory, 4,448. Of this number, 3,186 have attended the public schools for at least fourteen weeks during the past year, and a large part of the rest, 1,262, have attended private schools or have been taught at home. In fact, I feel warranted in saying that not more than 300 have not been

to school during some portion of the past year. In other words, not over seven per cent. of the children between 8 and 14 have failed to go to school.

II.

This school commissioner district is divided into 14 school districts; 5 in the city of Yonkers, 5 in the town of Eastchester, and 4 in the town of Westchester. Two of these districts are common school districts, and all the rest are union free school districts. Every one of them has a substantial school-house; three have 2 school-houses each, one 3 school-houses, and another has 4, making 22 school-houses all told. One of these, in the last named district, is not in use, so that there are really 21 in which instruction is given.

In these school-houses 118 teachers are employed, all of whom are duly licensed; 6 are graduates of New York State normal schools; 15 are licensed by the State Superintendent; 18 are licensed by the board of education of school district No. 4, of the town of Eastchester, under and by virtue of a special act of the Legislature, 25 by my predecessor, and 54 by myself.

Of the 25 licensed by my predecessor, all hold first grade certificates; of the 54 licensed by me 2 hold first grade certificates, 24 hold second grade certificates, and 28 hold third grade certificates.

Of the whole number, 118, 9 are graduates of colleges; 9 of normal schools; 32 of academies and seminaries of established reputation; 41 of graded schools, and 27 were taught in common and private schools. Of the class last named nearly all are teachers in primary departments, and have taught for many years with marked success. The other 91 have regularly graduated from some institution of learning.

Nine teachers have resigned, or been discharged, during the year, and 21 have been appointed. Of the former, only 1 was a graduate of a normal school; 3 were graduates of academies and seminaries of established reputation; 2 were graduates of graded schools, and 3 were taught in common and private schools.

On the other hand, of those appointed during the year, 6 are graduates of colleges and normal schools, 9 of academies and seminaries of established reputation, 5 of graded schools, and only one was taught in a common school.

Realizing the fact that, in order to improve our schools, we must improve the teaching in them, I have striven to make a license to teach a thing not to be gotten easily, especially one of the first or second grade. I have urged trustees and boards of education to give the preference to graduates of colleges and normal schools; and I have likewise urged the teachers themselves to pass the examinations for State certificates, and thereby obtain licenses which are good for life and are held in high repute.

The improvement already made is apparent; and I hope, ere the end of the ensuing year, to be able to report a still greater.

Eighteen per cent. of the teachers in this district have either graduated from normal schools or been licensed by the State Superintendent. In the State at large only six and a half per cent. are licensed in like manner.

III.

In this district there is, on an average, one teacher in the public schools for every 105 persons between 5 and 21 years of age; one for every 43 between 8 and 14; one for every 53 who attended the public schools during some part of the year, and one for every 32 in average attendance.

According to the State Superintendent's last report, there is one teacher in the State for every 80 persons between 5 and 21, one for every 51 who attended school some portion of the year, and one for every 28 in average attendance. In the cities, however, the figures stood one teacher for every 128 persons between 5 and 21, one for every 68 who attended school some portion of the year, and one for every 41 in average attendance. This district is therefore above the average in the State, and below the average in the cities; and inasmuch as it is almost wholly a suburban district, containing a city and several large villages, the result is what one would naturally expect.

IV.

The total amount expended last year for the support of the schools in this district was \$114,110.13. Of this sum, \$77,322.82 were for teachers' salaries, \$20,251.81 for repairs and improvements, \$10,477.77 for fuel, janitors' salaries and incidentals; \$5,147.03 for books and stationery, and only \$900.70 for library books.

On an average the annual salary of each teacher in the district is \$690; in the cities of this State the average is \$682; and in the towns, \$239.

The cost per pupil based on the whole number who attended during some part of the year is \$19.07; and based on the average attendance is \$31.66. The rate of taxation averages 40 cents on \$100.

The cost per pupil throughout the State, based on the whole number who attended during some part of the year, is \$9.85; and based on the average attendance is \$17.79.

In almost all of the schools books and stationery are furnished to the pupils at the expense of the several districts.

V.

One of the best means of testing the progress and improvement made in a district is that of comparing the results of the last year with those of the preceding. Accordingly the following comparison is submitted with such an end in view:

	1879.	1880.	Increase, Decrease.	
Number of teachers licensed by local authorities.....	88	91	3	....
Number of teachers licensed by State Superintendent.....	13	15	2	....
Number of teachers licensed by State normal school.....	5	6	1	....
	<u>106</u>	<u>*112</u>	<u>6</u>	<u>....</u>
Number of public schools	21	21	....	....
Number of private schools	21	21	....	....
Number of children 5 to 21.....	12,587	14,188	1,601	....
Whole number who attended public schools.....	6,176	5,970	....	206
Whole number who attended private schools.....	1,170	1,100	....	70
	<u>7,346</u>	<u>7,070</u>	<u>....</u>	<u>276</u>
Average attendance public schools....	3,424	3,596	172	....
Number of children 8 to 14.....	4,081	4,448	367	....
Number of children 8 to 14 who attended public schools.....	2,913	3,186	273	....
Number of volumes in library.....	8,280	8,922	642	....

	1879.	1880.	Increase, Decrease.	
Value of school-houses and sites	\$295,060	\$297,710	\$2,650	....

	1879.	1880.	Increase, Decrease.	
Amount expenses teachers' salaries.....	\$74,896 12	\$77,322 82	\$2,426 70	....
Amount expenses school-houses, etc.....	18,848 36	20,251 81	1,403 45	....
Amount expenses books, etc.....	5,127 20	5,147 08	19 88	....
Amount expenses incidentals.....	10,815 63	10,477 77	....	\$337 86
Amount expenses libraries.....	955 68	900 00	....	55 68
Total.....	<u>\$110,612 94</u>	<u>\$114,099 43</u>	<u>\$3,879 98</u>	<u>\$333 69</u>

Although the number of children in the district has increased, the number of children who have attended school during some portion of the year has decreased. On the other hand, the average attendance has increased considerably. These facts show that the attendance of those who go to school is much more regular than it was last year. The falling off in the number who attended is to be attributed to the increased demand for labor, especially in manufacturing. The loss is confined, with the exception of 44 in Eastchester, to the city of Yonkers, a place noted for its large factories. This conclusion is strengthened by the fact that the number between 8 and 14 who have attended during some part of the year has been largely increased.

* In the foregoing comparison, 6 teachers who have not taught 28 weeks are not included.

VI.

Although there are nearly 9,000 volumes in the school libraries of this district, still there is no such interest taken in these important adjuncts to the school by the teachers and trustees as there should be. District No. 2, of Yonkers, has 1,900 volumes; district No. 4, of Mount Vernon, Eastchester, 1,742 volumes; and district No. 2, of Bronxville, Eastchester, has 964 volumes. These three districts take a just pride in their libraries and are constantly adding thereto. District No. 6, of Yonkers, has 831 volumes; district No. 1, of Westchester, 780; and district No. 3, of Westchester, 750. These three districts, though taking less interest in their libraries than the other three named above, nevertheless do something toward improving them, but the rest of the districts do next to nothing in the way of enlarging their libraries, and one district has no library at all.

Only \$900 have been expended for library books out of a total expenditure of \$114,000. This is less than eighty cents out of every \$100. The number of books has, however, been increased by 642 volumes. I regard a good library as one of the best educators a school can have, and through it every teacher should develop in his pupils a love of good reading matter. The instruction given in our schools is mainly to enable pupils to read intelligently and teach themselves hereafter, and no time to begin to do so is so good as that when they are at school and can have the guidance of a good teacher.

VII.

Of the 21 school-houses in this district, there are 2 in the city of Yonkers, in each of which the average daily attendance for the past year has been over 800. In each of these schools over 20 teachers are employed. The school-houses are large brick buildings, valued at from \$50,000 to \$60,000 each, and compare favorably with those of any other cities in the State. The principals are gentlemen of large experience and well established reputations, and each is assisted by a corps of teachers carefully selected and full of energy. The course of study in both schools is much the same and is, in my judgment, too much like that of an academy or preparatory school. Latin, French, rhetoric, and the like are taught, instead of natural history, astronomy and the natural sciences. But with this exception, the management of these two schools is admirable and the course of study excellent. There is another school in the same city, in a thinly settled part thereof, a school which has only 1 teacher and an average attendance of 45. The school-house is a handsome brick building with only one large school room. The walls of this room are frescoed, around it pictures are hung, and in the windows flowers are kept. The teacher is a gentleman, of scholarly attainments, who has taught there for many years; and so well conducted is his school that he is able to teach well, and does teach well, almost as much as is taught in the two large schools already named. Indeed, I am convinced that in such a school, a child has a better chance to get a good education, and to learn to think and to rely on himself,

than he has in one of the large graded schools; and this little school in district No. 1, of the city of Yonkers, is a fair case in point. The other two schools in Yonkers are still smaller, having an average attendance of only 24 and 32, respectively. Neither has the advantages or facilities of the other three, but in both the instruction given is satisfactory.

In the village of Mount Vernon, in the town of Eastchester, there are two large graded schools, in one of which there are 17 teachers and an average attendance of 550 pupils; while in the other there are 9 teachers and an average attendance of 300. The school-houses are, like those in Yonkers, large brick buildings, which cost \$50,000 and \$20,000, respectively; and the schools not only resemble the two graded schools of Yonkers, in many respects, but compare favorably with them. The course of study is not quite as extended, especially in the smaller school, but the instruction given is as satisfactory.

In the village of Bronxville in the same town is a school which has 2 teachers, and an average daily attendance of about 70. This school is an illustration of the fact that a good school need not necessarily be a large one. It is admirably conducted, and as good an education can be obtained therein as in any other school in the county. The course of study does not comprise as much as may be found in a few other schools, but what is taught is taught just as well, and the pupils are led to think for themselves just as much as in any other school, and much more than in most others.

In two of the other schools in the town changes have been made since the close of the last term, and apparently for the better.

In the town of Westchester there is one school in which 6 teachers are employed; another in which there are 5; a third in which there are 4; a fourth in which there are 2, and a fifth in which there is 1. The last named is a small school in which the average daily attendance is less than 25, and therein no opportunities for teaching much more than the rudiments are afforded.

The school in which 6 teachers are employed is in the village of Westchester, and has an average attendance of about 180. Although the school-house is one which is wholly unsuitable for a large school, and although the principal and teachers have been compelled to work under great disadvantages, this school has justly ranked, and does today, as one of the best in the county. For many years past it has had the good fortune to be under the principalship of Mr. Isaac E. Young, one of the most conscientious, earnest teachers in the State. He has recently resigned the position to accept a similar one in New Rochelle, and Mr. J. A. Reinhart, who, for several years, had been the principal of a school in an adjoining district, and had there been highly successful, was appointed to fill the vacancy.

The third school which is at Williams Bridge has an average attendance of about 130, and has 4 teachers. For some time past this school has not been successful on account of a want of harmony among the teachers. This, however, has now been remedied, and

there is good reason to believe that a marked improvement will be produced. The school-house, however, is a poor one, and renders it impossible for the teachers to do as well as they could in a better building.

Such, in brief, is the condition of the public schools in this district. While I know that it is in need of much improvement, I am happy to add that it compares very favorably, indeed, with that of the public schools of any other district of the State.

Respectfully,

JOSEPH S. WOOD,
School Commissioner.

Mt. VERNON, November 20, 1880.

WESTCHESTER COUNTY — SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In accordance with request issued in your circular of July 20, relative to the condition of public schools in this district, I respectfully submit the following:

I would premise by saying that this being my first year as commissioner, the ideas which may be presented will of necessity be open to criticism and fall far short, when balanced with those of larger experience. I believe that it is safe for me to say that my time and energies have been closely identified in benefiting the educational interests of this county. That my inexperience has fettered me in some particulars full well I know; but it has been my aim to discharge every duty without fear or favor, recognizing the fact that, although many mistakes have been made, yet, our schools are in a prosperous condition as compared with previous years.

One great detriment to the more rapid advancement of our schools is the seeming indifference taken in them by patrons and residents. Many registers show the fact that, for the past year, no visitor has crossed the threshold of the school-house, excepting the commissioner. Now this should not be; parents of children should manifest sufficient interest to often visit the school, thereby giving encouragement to scholar and teacher, and awakening an interest which would be highly beneficial.

Regarding the character of work performed, would state that although much good work is being done, much of it lacks practicality. Here I think is where reform is most needed; let us have more practical and industrial work. And why? The life and interests of this nation must of necessity be concentrated in the industrial employments of the people, and the quicker educators of our youth realize the importance of teaching, what will be worth dollars and cents to our pupils on leaving school, then and only then can we

expect to revolutionize conditions and tendencies of society, and the public school system will do that for which it was intended, viz. Enabling the youth of our land to understand the importance of industrial labor and to elevate and harmonize its interests to the social and political structure of our nation. Are we not giving to our pupils the idea that manual labor is degrading, and fostering upon them ideas of indolence and dependence? Would it not be wise to show by practical knowledge that honest labor is dignified, that it is the heritage pronounced upon us all, and is the lever which will elevate and distinguish this country above every other?

In reference to work accomplished, irrespective of visitations, have endeavored to make the acquaintance of trustees in the different districts, counseling and aiding with my advice, relative to building new school-houses, repairing those out of condition, and impressing them with the importance of pleasant surroundings, and am glad to say that in almost every case my ideas have been considered favorably and work accomplished in this direction.

The licensing of teachers in this county is carried out by my associate commissioners and myself in a manner which I heartily indorse and strongly recommend. We have printed rules and regulations, a copy of which is sent to each teacher, consequently, personally I have given but few certificates, four first grade, nine second grade, and 19 provisional; these last giving the applicant six months' time preparatory to being examined at one of the quarterly examinations before the board of commissioners.

In this connection, would suggest that some changes might be made which would be advantageous. Examinations for licensing teachers should be made uniform throughout the State. Questions to be prepared under the direction of the State Superintendent, and sessions held twice a year, at points most accessible in different parts of the State, making it obligatory upon commissioners to carry out the provisions of law as enacted. This would make each commissioner entirely independent of personal friendship or partisan interference.

Another point which interferes seriously with the advancement of our school work, in some districts, is inefficiency of trustees; and great care should be taken in their selection, as in this direction many are selected to act who have no idea of the work or the time employed if the duties are properly attended to. No school can be successful without labor on the part of trustees, comprehensive ability to understand the requirements demanded, and positiveness to carry out whatever pertains to the school and its progress.

My knowledge of teachers in this district warrants me in saying that the great majority are persevering, conscientious and faithful in their performance of duty, steadily endeavoring to introduce improved methods in instruction and discipline, and eager to introduce into their schools every thing which may be of service and profit to their pupils.

One word regarding blank reports for the use of trustees in making out their annual reports. Very many complaints have been made to me about the difficulties trustees have in making them out. Although to me they seem to be simple and easily understood, I have been obliged to return very many for corrections, thus showing they fail in their character. Some more simple plan might be adopted relieving the mind and patience of both trustees and commissioners.

You will notice, from my report, that all my schools have averaged, during the past year, over forty weeks of time since school has been open.

Now regarding appropriation of school money to determine the average attendance. If we had limited the time of holding our schools to twenty-eight weeks, the appropriation would have been larger than it now is, from the fact that our average would have been greater; therefore, it seems to me to be seriously unjust in this particular, a premium paid to short school work, and damaging to the best interests of our school system.

The school law, so far as it relates to "compulsory education," is positively ignored; either some provision should be made for its enforcement or else it should be erased from the statute book.

As no difficulties have arisen in my district relating to alterations of school boundaries, I do not feel competent to make any suggestions regarding them. Local and neighborhood difficulties are rare, and as I find no two cases are analogous, I think they should be judged by their own respective conditions; consequently, it would seem difficult to legislate on this branch of the work.

The teachers' institute for this county was held at Mt. Kisco, commencing the middle of May, under the superintendence of Professor Lantry, assisted by Professor Pooler. It is unfortunate for us that the institute is held at this time of the year, from the fact that many of our schools are preparing for examinations; and again being in the center of the school term both trustees and teachers do not feel warranted in neglecting school work at this most important time of the year for them. I would most respectfully suggest that the time for holding the institute in this county be changed.

I am glad to be able to say that important and valuable accessions in the shape of school buildings are completing in parts of my district. Notably in district No. 4, in the town of Rye, where recently an appropriation of \$20,000 has been passed for the erection of a new school building. In district No. 1, in the town of Pelham, they have recently completed a brick school-house, which for architectural design and finish, style and manner of ventilation, is deserving of especial commendation.

Most of our libraries are in a wretched, neglected condition, and if the appropriation for library purposes was devoted to purchasing school apparatus much more good would be done. In a few cases, however, they have been well maintained, and have been generously supported and encouraged by the people.

In conclusion, it is our desire to elevate the school system of this State to the highest pinnacle of usefulness, and that with the hearty co-operation and sympathy of trustees, teachers, parents and pupils will strive to do our work without prejudice or favor, trusting the school interests may be elevated and strengthened, and our consciences approving our endeavors in aiding and perfecting this grand bulwark of liberty.

With many thanks for the prompt, courteous replies which I have from time to time received from the Department, and expressing the assurances of my friendship and respect,

I am, very respectfully yours,

THEO. B. STEPHENS,

School Commissioner.

TARRYTOWN, November 10, 1880.

WESTCHESTER COUNTY—THIRD DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In reviewing the work of the past school year, I have the feeling that is probably common to most of the school commissioners of the State, that I have accomplished less than I expected to, and have worked more.

The trustees' reports of this fall show a total of 116 visits, though the number will slightly exceed that, since there are a few districts having two or three school-houses which report only the visits to one.

To make a general statement of the condition of the schools so inspected and the quality of the work done therein, would be about as simple and definite a task as to compute the average piety of the characters in Milton's "Paradise Lost."

The condition of the school, of course, will depend almost entirely on the ability of the teacher, though with a given teacher it will vary somewhat through the liberality or penuriousness of the board of trustees. Theoretically, therefore, there are two means through which the end of good teaching may be attained. First, through care in the licensing of teachers. Second, by raising the public sentiment in regard to the importance of the work. The former is practicable; the latter very doubtful, except through the former.

By care in the licensing of teachers, I do not mean a rigid examination in the higher branches so much as a careful observation of the success of teachers, grading their certificates accordingly, and discouraging — yes, discouraging those who, while they may have talents really remarkable in some other direction, have neither taste nor talent for teaching.

During the past few years of financial depression, there can be no

doubt that a larger proportion than usual of untrained teachers have entered the ranks, for it is a very general impression that those who can't do anything else can teach school, from the briefless barrister to the faded belle.

During the last six months, there has been a very perceptible decrease in the number of applications for positions from the inexperienced, and the prospect is that through the increasing interest in the subject of education, teaching will assume more of the nature of a profession.

The growing number of normal graduates will also tend to the same result, though the normal schools seem to be adding more to the general intelligence of the community than to the number of trained teachers.

During the past school year, I have granted one hundred and twenty-five licenses, of which seven were first grade, thirty-six second, and eighty-two third grade. Many of the third grade were six months' certificates which were renewed, thus swelling the number beyond the number of teachers. Of course, the first grade certificates being for three years are necessarily few in number as compared with the others.

I have held four public examinations in my district, advertised in the local papers, besides having assisted my associate commissioners at four public examinations for county certificates. I have found among the teachers of my district a decided disrelish for public examinations, and a tendency to avoid them. For that reason, probably four-fifths of the candidates have been examined privately, and to accommodate these, I have made it a rule to be at home on Saturdays; but it is my opinion that there should be some fixed rule for the holding of public examinations at stated times, and that no certificates should be granted on private examination. An individual who has not the confidence to compete with others in public will not be likely to have the presence of mind requisite for successful teaching.

With regard to the method of apportioning the public school moneys, I see no objection to be made unless perhaps to the distribution of library moneys which very seldom accomplishes the desired effect.

In my commissioner district, sixty-four districts out of a possible eighty-three use their library money to pay teachers' wages, while the few wealthier districts which do use it for library purposes are those which appreciate fully the importance of the library, and would have one even if it had to be paid for entirely by direct tax on the district.

The problem of compulsory education is one that I cannot pretend to solve, but it is evident that little progress has yet been made toward that end.

In other respects, I see little fault to find with the public school system in this State.

I believe that the influence of the institute held in this county has

been excellent, and a considerable amount of good has been effected by it, especially in the rural districts.

I have had very little time to look into the work of the private schools and academies in my district, and my impressions are not decided enough to be of much value. The quality of their work varies, of course, like that in the public schools, and injustice might be done by too hasty a conclusion.

With regard to the workings of the school commissioner system, my words may have some weight from the fact that I shall not, under any circumstances, occupy the position again. Objections to the system almost invariably come from those who know little of the labors of the office.

It is impossible to have a system of supervision that will apply equally well to rural districts and to large graded schools, but I believe that the present one comes as near it as possible, with the exception of insufficient salary. The school commissioner can never meet the requirements of the position until the salary is sufficient to compensate a man of education, of energy and of experience for his entire time. Such a one will find his time fully occupied from January 1st to December 31st, and occupied, too, by the most expensive kind of work, viz., traveling and corresponding. There is more money in a position as teacher at \$50 per month, than a school commissioner at \$1,000 a year. Nor should the commissioner be obliged to become a beggar at the feet of a committee of supervisors, who can only please their constituents by reducing the taxes.

I consider myself a long way removed from the ideal school commissioner, and when I say that he will find his time fully occupied, I do not wish to imply that mine has been, for it has not quite. But I have not neglected the business, either from unwillingness to work or inability to find work. The reason has been a constitutional unwillingness to contract debts, that my salary will not pay, and that too in a work for which no one will thank me.

In conclusion, I would say that if there has been one respect in which my work has been especially lacking, it is in the matter of words.

During the past school year, I believe I have made no speeches, and I now feel myself ill prepared to prove my fitness for the office by making a comprehensive, profound and elegant report.

Trusting that these disconnected paragraphs may convey the ideas that I intended they should,

I remain, your obedient servant,

EDWARD N. BARRETT,

School Commissioner.

BEDFORD STATION, *December 10, 1880.*

WYOMING COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In my report of one year ago, I stated that an outline of study had been prepared by the commissioners of this county and introduced into all the common schools of the county, from the use of which beneficial results were confidently expected. At the institute and through the press, this outline was fully explained, teachers were urged to give it their careful consideration, use it in grading the children under their care, and arrange their studies according to its suggestions. About half of the teachers tried to follow these instructions laid down in their registers, others were still further advised to do so as their schools were visited. As a result, I found winter and summer schools the best I have ever seen. Many letters from teachers who actually used the outline testify to the practical value it has been to them in the schoolroom. These letters tell where such and such pupils started and what they accomplished during the term. They speak of the ease with which the schools have been governed, the interest manifested in the respective studies, and the satisfaction parents have shown in the plan. We have not seen fit to make the outline compulsory. We are trying it. So far it is a success. We only wish it were more universally used in our schools, criticised, and if need be, revised. I submit a copy to the Department with the request that it be published in connection with this report. We do not claim for it perfection; but we do claim satisfactory results from its use. As it meets the eye of other commissioners and educators, it may become materially improved.

“AN INDICATED COURSE OF STUDY FOR THE DISTRICT SCHOOLS OF
WYOMING COUNTY.

“The average daily attendance at the schools in this county during the last school year was 4,129. These pupils are to be our future citizens. Our teachers have them under their charge from seven to ten months each year, and undertake the responsibility of moulding them in habits of thought and culture, in these early years of their lives, when they are most susceptible to the influences about them. Can we, in any way, strengthen the hands of our teachers in this work? One-third of these teachers, each year, are beginners, and, therefore, inexperienced. There is no outline of study or work at hand to guide them. The preceding teacher left not even a programme to indicate the work of last term. These things, together with the frequent change of teachers, one omitting some important branch, another adding to the list of branches taught, have resulted in great irregularity and looseness in the way of doing the work, and in the knowledge acquired by the pupil, often leaving both teacher and pupil involved in a maze of doubt and perplexity. The outline of work herewith presented will indicate the proper course

for the teacher to pursue. It is believed that this outline will be especially helpful to those that have young pupils in their schools. The normal schools, the high schools and the union graded schools have their work clearly outlined. In preparing this plan, various outlines of work used in those schools have been consulted. Many leading educators and school officers, while expressing their approval of this course, made valuable suggestions. Notes taken while visiting the schools have been found useful. We have aimed at simplicity, clearness and adaptability in compiling this outline. Teachers in district schools, unless they have as good a plan, are expected to become perfectly familiar with this outline of work, and use it in arranging their programmes.

August 20, 1879.

J. B. SMALLWOOD,
C. A. HALL.

OUTLINE OF STUDY FOR THE UNGRADED SCHOOLS OF WYOMING COUNTY.

Studies for the First Reader Pupils.

Reading — Words from charts, word-cards, blackboard and First Reader.

Writing — On slates ruled into three spaces by a scratcher. Use long pencils. Write words from chart and blackboard. When the First Reader is used, children should copy a part of each reading lesson upon the slate, to be criticised by the teacher at the recitation.

Numbers — Read and write numbers to 100. Addition and subtraction by 1's, 2's, 3's and 5's to 25. Add columns of units, no result to exceed 25. Practical, original examples should be given with each exercise by teacher and pupil.

Miscellaneous exercises — Lessons on familiar objects in the home and schoolroom should be given to develop habits of observation and power of expression. Pupils should be taught to draw straight lines (number limited by teacher) combining them into figures.

Studies for Second Reader Pupils.

Reading — Second Reader.

Spelling — Oral and written of all words used in the reading lessons.

Numbers — Addition and subtraction tables to 12's, and by 3's, 4's, etc., to 9's as far as 100. Adding numbers in columns. Subtracting numbers in which each figure of the minuend is always greater than the corresponding figure of the subtrahend. Multiplication and division tables to 5's. Combinations in addition, subtraction, multiplication and division. Reading and writing numbers to 10,000. Analysis of simple problems.

Writing — Copying a part of each reading lesson, making a proper use of capitals and punctuation marks. Pupils should be taught how to hold the pencil, the proper position, and the formation of small letters, using the principles laid down in the writing books.

Miscellaneous Exercises.—Conversation lessons upon the domestic and the most familiar wild animals, especially such as are mentioned in the reader, or are seen about the children's homes. Classify objects as animals, vegetables and minerals.

Studies for Third Reader Pupils.

Reading—Third Reader.

Spelling—Oral, written and phonic of all words used, giving selected words in the reader as a special exercise. Definitions, abbreviations.

Numbers—Mental arithmetic to fractions, using text-book. Rapid combinations, using the tables to 12's. Reading and writing numbers of two periods. Add and subtract numbers in columns. Multiply and divide numbers of two periods, multiplier or divisor not to exceed 12. Analysis of problems. Principles of Roman notation. Tables U. S. money, avoirdupois weight, of dry, liquid and long measures, and of time. Written arithmetic to fractions during last six months, using a text-book.

Geography—Pupils in this grade should be taught from the globe and outline maps. They should learn to describe the natural divisions of land and water, name and locate the grand divisions and the political divisions of North America; be able to draw maps of the school grounds, town, county and State. May use a primary geography during the last six months of the grade.

Writing—Write with pen and ink in copy books. Use books in which the proper formation of the small letters (singly and combined in words) can be taught. Give special attention to the position of the pupils and manner of holding the pen, using tracing copy books.

Miscellaneous Exercises—Conversation lessons on familiar objects continued. Children should reproduce the work of each lesson on paper, using capitals and punctuation marks properly

Studies for Fourth Reader Pupils.

Reading—Fourth Reader.

Spelling—First half of speller, from reader and other text-books. Use of writing speller. Definitions. Spell words by sounds. Abbreviations and punctuation.

Writing—Copy books. Special instruction should be given on proper formation of capitals.

Geography—Primary or Intermediate geography, with map drawing, using parallels and meridians.

Grammar—Language lessons first year. Text-book second year. In the oral work, first name all object words, distinguishing those that begin with a capital; then action words; form simple sentences, combining these. Quality words, combine with objects, etc. Let each part of speech be taken up in this way, until pupils can point out the parts of a sentence and tell the name and relation of each word. Same work with a text-book during second year.

Numbers—Written arithmetic; common and decimal fractions and compound numbers. Mental arithmetic—each subject preceding the same works in written arithmetic.

Declamations and Select Readings—Written abstract.

Studies for Fifth Reader Pupils.

Reading—Fifth Reader and from newspapers and magazines.

Spelling—Speller completed. Oral, written and phonic spelling of any words used in the various text-books. Abbreviations and punctuation. Test words.

Writing—Copy books.

Geography—Common school geography. Map drawing. Grand Divisions from memory, using parallels and meridians.

Grammar and Language Lessons—Text-book in grammar. Analysis and parsing from reader. Written exercises on historical or other subjects, a knowledge of which has been developed by conversation. Practical exercises in the use of the various punctuation marks. Letter writing.

Numbers—Written arithmetic completed and reviewed, with frequent exercises in mental arithmetic.

History of the U. S.—Text book. Brief outline of discoveries and settlements. Revolution. Administration. Great Rebellion. Declamations, dialogues, compositions and written abstracts.

Civil Government."

There are in this commissioner district 102 districts; 93 schools, employing 113 teachers. In these schools, I have made, during the year, 188 official visits. My custom in most cases is to visit a school unannounced. I then find teachers and pupils in every day working order. The regular exercises of the school room are not interrupted. My desire is to see what the teacher is doing, and how he does it. At the close of my visit I always tell teachers and pupils either together or separately, what I think of them, making such suggestions as seem demanded. I try to make all feel that any criticisms offered are for their good, that being my only desire.

At the risk of seeming egotistical I will say it is my opinion that the official visits of the commissioners in this county are looked upon with pleasure and profit. It does not require a very smart man to impress upon others the interest he has in their welfare.

There are in this district three union graded schools. Attica employs nine teachers, Warsaw seven, Perry six. The school buildings are of brick, and worth from \$25,000 to \$40,000 each. The boards of education are selected from the most capable and public spirited of our citizens. These schools are conducted with an intelligence worthy of the times. No poor teachers are kept. Many teachers in these schools have been employed in the same department for years, and are growing gray in the service. These schools have fine libraries and sufficient apparatus for class work. The Attica school is outgrowing its quarters, and will have to build an addition. The

Warsaw school has, during the past year, started a museum. The idea was conceived by one of our citizens, Capt. Z. L. Tanner, of the United States service. In his journeys around the world many curiosities came into his possession, and later, when engaged in the deep sea sounding of the United States fish commission, he was enabled to obtain duplicate specimens of rare value. These he has donated to this museum, and is constantly making additions thereto. The citizens of the place have become interested in the matter and have given of their means. A room and cases have been prepared, large numbers of specimens have been purchased, until now, in some departments, the collection is as full as that possessed by many colleges. These schools are valuable sources of intelligence and refinement in our midst, and from them large numbers of our teachers come.

I have issued, the past year, the following licenses : First grade, 16; second grade, 87 ; third grade, 31 ; total, 134.

A teachers' examination is held in each town in the spring, and one at the close of the institute in the fall. These examinations are from printed questions, the answers, in all cases, being written. The subjects are arithmetic, geography, grammar, civil government, history of United States, spelling and writing. Questions on methods are sometimes used but not always. We give third grade certificates, limited to particular schools, and for six months for an average of 65 per cent. of correct answers. Second grade for one year, where the applicant has shown ability to teach and has an average of 85 per cent., and for a nearly perfect examination with experience, etc., a first grade.

This whole question of licensing teachers is one of such importance, that I have long wished for and advocated a *uniform system of examination for the whole State*.

Concerning the apportionment of the public money, I have two suggestions to make. First, to avoid much confusion and many mistakes, let every district report to the commissioner in whose district the school-house is situate, and to no other. 2d. Retain the present district quotas, and apportion the remainder of the public money solely on the basis of actual attendance at school.

Our institute, just held, numbered two hundred and thirteen members. We allow nothing to detract from the actual work of an institute. Notwithstanding it was held the week before the presidential election, with the usual excitement and meetings of the campaign, it continued full, many times crowded, and finally adjourned at 10 o'clock, p. m., of the last day.

On the last evening, a platform meeting was held, addressed by lawyers, clergymen, bankers, etc. These men freely gave their time and best thoughts to the teachers before them, thus showing the deep interest the community has in the teachers of their children. Teachers, as they reviewed the labor and experiences of the week, felt encouraged and strengthened for their work.

Concerning normal schools, I hardly know what to report. We

have several normal teachers, as you will see by the abstract. Most of them are doing excellent work; and still I am of the opinion that we have many teachers, who never saw the inside of a normal school, who are doing just as good work. As I am open to conviction, I beg to await further study and development of the whole subject.

There are in this district two Catholic church schools. The one in the town of Sheldon has been in operation several years. I am well acquainted with the teacher, and often visit his school. In this school both English and German are taught. It numbers from 40 to 125. The school in the town of Bennington has only been in operation a short time.

In the village of Warsaw is a successful kindergarten school, with which many parents and no small number of children are delighted. In the same village is a young ladies' school. It usually numbers about forty.

Your commissioner has long felt inclined to investigate the workings of this school, but as yet has not been able to overcome his natural timidity for a sufficient length of time to allow him to do so. He has good reports of the school, however, and knows it to be supported by very excellent people.

And now as I draw this somewhat lengthy report to a close, permit me to say I hardly know whether it meets your requirements or not — the whole subject is so vast, so intricate, so far reaching in its results. There have been wise men before to day. "There is no royal road to knowledge." The thoughtful man, at times, rejoices at the prospect of success; at times ponders and shakes his head. Through all his plans and efforts, he sees in the future the American citizen — intelligent, hopeful, clean. For this he labors and will ever pray.

Your obedient servant,

J. B. SMALLWOOD,
School Commissioner

WARSAW, November 18, 1880.

WYOMING COUNTY — SECOND DISTRICT

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In conformity with your directions of July 20th, I here with submit my written report of the condition of the schools in this commissioner district for the year ending September 30, 1880.

TERRITORY.

This commissioner district embraces the following towns, viz.:

Arado, Castile, Eagle, Gainesville, Genesee Falls, Java, Wethersfield and Pike.

The surface of the country is a broad rolling upland. The roads are good in the summer, but often the piling of the snow in winter makes traveling difficult.

The people are largely engaged in dairying. The eastern towns are well adapted to the growing of winter wheat. Our soil is good, prices have been excellent, farmers have prospered, therefore, the laborer, the manufacturer and the merchant have prospered.

AS SHOWN BY TRUSTEES' REPORTS.

The number of districts having school-houses in this county is 78. Number of licensed teachers employed at the same time for 28 weeks, 90.

Number of children between 5 and 21 years of age residing in the district, 3,899.

The number of children residing in the district attending schools some portion of the school year was 3,188.

Eighty per cent. of the children of school age residing in the district attended the district school some portion of the school year.

Number of children of school age for each qualified teacher, 43.

Average daily attendance per teacher, 20.

For full financial and statistical reports, I would respectfully refer you to those already forwarded to the Department.

WORK DONE.

During the year, 123 teachers were licensed. Of these, 43 taught only the winter term, and 38 only the summer term. Some teachers taught during the winter in one school, and during the summer in another. I have made 167 official visits besides short calls when on my way to and from more distant places. Seventy-six schools were visited, and the work doing in each carefully noted. The time given to the different schools varied greatly. Sometimes a whole day would be spent in one school. Two schools visited a day is a fair average.

During the year, four new school-houses have been built. To bring this about each tax payer in the district was called upon whether favoring the project or not, and the question discussed with him; the special meeting was attended. The fifth new building with which we have had some thing to do is nearly completed, making eight new school-houses in this commissioner district within two years.

We have made some alterations in district boundaries. In each case the ground was carefully gone over, all the conditions examined, and then our measures taken as we thought right to do. No quarrels have resulted from these changes that we are aware of.

Add to the above demands on our time, the work imposed by school district difficulties, apportioning school moneys, financial and statistical reports, institutes, teachers' associations, and the account of work done will be nearly complete.

IMPRESSIONS RECEIVED FROM SCHOOL VISITATIONS.

From observations made during visits in the schools, I am prepared to say, without hesitation, that I believe these schools, as a rule, are doing a good work. We are not blind to their defects. But we are also awake to the vitality, energy and grand possibilities native in them.

The commissioner who preceded me, E. J. Quigley, managed to keep the teachers alive to the necessity for constant doing toward better things. I trust there has been no retrograde step. "By their fruits ye shall know them." Wherever I go, I find boys and girls ambitious to get an education. And that they are surely doing this is patent to the observer, from the many really nice readers that we find among them. Large numbers have acquired a taste for reading at home.

As welcome signs are noticeable regarding other of the branches taught in the district school, the city schools are noted for their machinery. It has been my privilege to observe, at different times, the city boy and girl take their place in the class in a country school. The difference in acquirements, nature having been equally bounteous to all, was not striking. I have studied the working of our district schools with deep interest, and look upon them as places where our boys and girls, healthy and strong and ambitious, are really being led to think and investigate for themselves by a body of teachers who have received much of their *own* training from *thinkers*, and who teach as they were taught so far as they can, except that some teach far *better* than they were taught. These teachers are the sons and daughters of our farmers, mechanics, lawyers, doctors and ministers.

Five teachers in our schools to-day are graduates of normal schools. Nine have received instructions in normal schools. Five are graduates of other schools. One, E. J. Quigley, passed the State examination last July. All have had more or less training in graded schools or the seminary. Many have won their way to enviable reputation for character and high standing in their profession. These teachers love their work, are proud of their calling, and succeed. There is the complaint that many make teaching a stepping stone for some other profession. I think this is true. The most eloquent divines in this country were formerly teachers. Some of our best physicians and ablest lawyers were formerly teachers. Many of our successful business men were once teachers in district schools. Anna Dickinson, Susan B. Anthony, Lucretia Mott, and James A. Garfield, with a host of other honored citizens, gave part of their early, earnest lives to moulding the children and youth of our land toward their own noble ideal of what a citizen

should be. There are many teachers in this commissioner district, conscientiously moulding mind in habits of thought and culture, who are destined not always to be teachers. But we shall always know them as earnest, strong men and women wherever we find them.

I have thus stated some of the general impressions which I have received from visiting these schools.

Specifically, many teachers need special training in order to gain a clearer knowledge of the subject. Most of our teachers need special training in methods.

LICENSING TEACHERS.

This has been a subject for serious study with me during the past two years.

With well defined methods of my own to begin with, I have studied the State examinations, the Regents', and other school commissioners' examinations. Our questions have been mostly written. Puzzles, catch questions, and those designed merely as tests of memory, were avoided.

A candidate is expected to be able to read with correct expression ; to be able to teach penmanship by some system ; to use readily the diacritical marks ; to write a letter in a creditable manner ; to spell correctly ; to work intelligently in arithmetic and geography ; to do clear work in analysis and parsing ; to possess a knowledge of leading facts and things in U. S. history and civil government, and to be well informed about what is going on in the world around us. For third grade, 60 per cent. correct answers were required ; for second grade, 75 per cent. and experience in teaching ; and for first grade, 90 per cent. and at least three terms successful teaching.

This is not a very broad or showy course of study ; but we have some excellent teachers still in the second grade, and in at least two cases persons holding diplomas failed to reach the requisite per cent. for second grade.

I have long believed that teachers' examinations throughout the State should be uniform ; should occur at same time ; the questions be prepared by a board elected by all the commissioners, or by a board appointed from commissioners by State Superintendent ; that two persons with the commissioner should form a board of examiners ; that the standard be uniform, and that certificates be valid in any part of the State.

I am convinced that measures similar to these would be efficient means for improving our schools. No fears need be entertained that the teachers would not work up to the requirements. Wages, with slight assistance from the Legislature, would be adequate to the demands of the new order of things.

SCHOOL LAWS.

1. School districts are sometimes nearly ruined by residents in one district buying adjoining lands lying in another district. I believe the law should be changed.

2. *All* reports of joint districts should go to the commissioner in whose district the school-house is located, and to no other.

3. The beginning of the school year should be changed from 1st of October to 1st of September.

4. When teachers' examinations become uniform, let all apportionments, except teachers' quota, be based on average daily attendance.

5. If the township system be adopted, let it be done throughout the State.

Difficulties arising in school districts out of school affairs will continue more or less frequent until the golden rule be adopted by all men. The code, the Department and the judicious commissioner, taken together, are peculiarly well calculated to get at the right of matters in most cases. Many times these difficulties spring from ignorance of the school laws. If these are taken in time, they are usually easily dealt with.

SCHOOLS.

Castile has a union graded school of which her citizens are justly proud. The teachers, Professor H. H. Snell, Miss Cora Hoagland, Miss Daily and Miss Mallory, spare no pains to make this a first class school.

Arcade has a union graded school, the teachers of which are doing excellent work. Professor Goldsmith and Miss Gray are graduates of Geneseo normal school. Miss Burno spent six months in Buffalo normal school last year. These graduates are doing more for the normals in the vicinity of their work than a whole book of written arguments.

Pike seminary, now under the efficient management of Professor I. B. Smith, assisted by Professor Barrus and wife, has given us some of our best teachers. This school has three courses of study, viz.: two years' English course, three years' seminary course, and three years' classical course.

Gainesville, East Gainesville, Pike, Eagle Village, Portageville, Wethersfield Spa and Java village have each a flourishing school, employing two teachers. Sixty-nine schools employ one teacher.

The people believe in the district schools. I think there never was a time when our citizens more clearly saw the need for educating the children than they now do. This is shown by the sacrifices made by parents in order to send their children to school; in the new school-houses; in the extensive repairs upon others; in the pride of the local paper in the schools, and in the fact that our best and most experienced teachers all find employment. So long as public opinion remains as now, the schools will continue to flourish. There are grumblers, close fistcd trustees, lack of school visitation by parents, and too little generosity regarding expenditures. *I have heard that Quincy, Mass., is troubled in like manner.*

STATE NORMAL SCHOOLS.

Our people regard the State normal schools very highly. Six persons from this district have entered these schools within the year. In order to be able to answer the many questions asked about the normal schools by teachers and others interested in them, partially, at least, from personal knowledge, I spent two days in the Geneseo normal school.

I now say to all inquiring teachers, go to some one of these schools, if possible. Go long enough to *acquire, assimilate and be able to use* the improved methods employed there. As a rule, those who go but for a term, though they may be greatly benefited thereby, cannot fairly represent the school in their work.

The destruction of the normal schools would be a severe blow to our common schools. Aside from the direct work which they accomplish, there is a broader and, perhaps, a greater work done by them. They are a kind of magazine of methods and means from which thousands of our best teachers gather practical suggestions and help. They stimulate to better work in many ways that do not enter into ordinary calculations.

INSTITUTE.

Our institute was full of good things.

Conductors Post and Dann were exceedingly clear and practical in their instructions. I believe this institute will be productive of salutary results in the schools of this county. I have never seen our teachers manifest a livelier interest in regard to books and journals treating of their work than at this institute. This is a good sign for conductors, teachers, people and all concerned. A full report of this institute has been forwarded to the Department.

What the public sentiment concerning institutes is, is answered by saying we intend to ask for one to be held here next spring. At our institute we said to teachers, write to us, freely stating your troubles.

Letters now before me complain of the different text-books for the same grade brought into the school; one teacher reports as a consequence 32 classes. I suggest, teach by topic; change books with those who have the right kind, but are through with them. I think that by one or both these ways we shall be able to better grade the classes in several schools.

Again, I acknowledge the most friendly and generous treatment at the hands of teachers, school officers, and all with whom I have met in doing my work.

To the Department, I am under obligations for courteous and prompt answers to many and all inquiries.

Very respectfully yours,

C. A. HALL,

School Commissioner.

GAINESVILLE, November 23, 1880.

YATES COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — After some delay, caused by pressure of business, I take this my first opportunity to comply with your order, directing commissioners to answer a certain number of questions relating to their labors and official acts during the school year ending September 30, 1880. I shall attempt to answer these questions, in order, as well as I can.

1. During the past school year, I have visited all the schools in my district twice (once each term), with a very few exceptions. In winter we generally hold from two to three evening sessions in the schools. I visit two each day, and try to put in the time in the school room, and not on the road.

I usually have a definite subject to discuss during the term; also, give many lectures and explanations at my evening meetings. Last summer the subject was *anatomy*, or a systematic statement of all the bones in the human body, giving the number in each part, and requiring the pupils to copy the same for their own benefit.

I have granted certificates as follows: First grade, 40; second, 100; third, 107. I hold examinations for teachers at the time of holding my institutes, also at other times in a few of the central points in the county. I grant certificates upon the merit of the examination, ascertaining as nearly as possible the per cent. of correct answers in each branch of study. After one or more terms I grant licenses, in some cases, according to the success of the applicant. If there were some fixed standard of examination and questions arranged by the Department, or some committee appointed by that authority, and then have the answers returned for their scrutiny and decision, I think it would be an improvement.

I have no suggestion for any change in the manner of apportionment of school moneys; it seems to be well arranged as it is. Some, however, suggest that the apportionment should be made according to the assessed valuation of the district; I do not think so.

The question of district boundaries is a vexed one, and should be carefully considered before taking any action to alter a district; perhaps the township system *would obviate the difficulty*.

2. The schools in this district are generally in a prosperous condition. Some of the school-houses are still in a dilapidated condition, the seats being altogether too uncomfortable and inconvenient for the best good of the pupils. Some new school houses have been built this year, and some others reseatd and otherwise improved. Many teachers are especially industrious and zealous in trying to inform themselves and be always progressive. I think, in a majority of the schools in the district, we have very good instruc-

tion indeed, and generally excellent discipline. There are some exceptions. The influence of the instruction given at the institutes and at the State normal schools has a marked and positive effect for good in very many schools; several have attended some of these schools, from my district, for a greater or less period; I think the normal schools are doing a good work.

3. All the schools in this county are under my supervision and visitation, except Starkey seminary and the Dundee preparatory school; these I visit also. They are very thorough and successful institutions, and send out many good young teachers into the district schools. There are a few private schools in Penn Yan; they are under competent teachers.

4. In regard to the statements in this division of the subject, I shall be obliged to plead guilty in being so tardy about forwarding my report. Perhaps it will be too late to be available, yet I hope it will be of service to yourself at least, or rather some satisfaction to hear from my district. You can, however, state to all interested parties that the school commissioner in Yates county is a believer in thorough earnest work, in better schools and better school-houses, in the adoption and application of all means that are proven to be successful. It has been my constant and unswerving duty and care to impress upon all the pupils in my county sentiments of patriotism, manhood, temperance and truth. No man could be more thoroughly interested in the proper moral training of children, and the grand and worthy effort of trying to properly educate every child.

We hold our teachers' association monthly, and it is thoroughly practical and beneficial.

Any man who argues that the office of school commissioner is one of ease and indolence does not know any thing about the real work of this office. The years I have devoted to this service have been the most active, earnest and laborious of my life.

My failures have been owing chiefly to ignorance and the lack of larger ability to do more efficient service. No position known to me opens a grander field of usefulness, or a larger sphere for the exercise of philanthropic impulses, and the building up of a more intelligent, virtuous, patriotic and worthy race of men.

Your obedient servant,

WILLIAM F. VAN TUYL,
School Commissioner.

PENN YAN, *December 11, 1880.*

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